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ABSTRACT

A description is given of all phases of the 1971-72 Job Placement Program at Middlexes County College, Edison, New Jersey. Primary emphasis is given to the program phase known as "Employment Preparation" which provided senior job seekers with specific job-search preparation prior to the Spring 1972 On-Campus Recruitment program in which 49 companies were represented. Employment preparation involved students in seminars covering mock interviews with industrial personnel representatives, instructions and guidance in preparing a "personal inventory" and an employment objective, development of a well-written resume, and other job search techniques. Alumni of each terminal curriculum, except health technologies, took part in one seminar session. An evaluation of the "Employment Preparation" phase was sought through a questionnaire designed by the author, and the results are reported in this study. Conclusions are that the community college graduate who is seeking full-time employment needs assistance in preparing for a successful job search. This assistance is best provided by the Placement Office staff, with the cooperation and assistance of the faculty. Seniors participating in the "Employment Preparation" phase were more successful in gaining employment commensurate with their preparation than were the students who chose to by-pass the opportunity. Where seniors had strong faculty support through the placement preparation process, they tended to be among the most successful in gaining adequate employment. The study attributes the high level of placement success to the "Employment Preparation" phase. (Author/DB)

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A COMPREHENSIVE JOB PLACEMENT PROGRAM FOR THE COMMUNITY COLLEGE

Presented to
Dr. Ruth E. Ward
Newark State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Stanley Eugene Wiley
August 1972

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Approved in
Ruth E. Ward
August 1972

"A COMPREHENSIVE JOB PLACEMENT PROGRAM FOR THE COMMUNITY COLLEGE"

BY

Stanley Eugene Wiley

A thesis presented to the Student Personnel Services faculty of Newark State College in partial fulfillment of the requirements for the degree of Master of Arts in Education. August 1972. 163 pages including Appendixes.

CONTENT. A description of all phases of the 1971-72 Job Placement Program at Middlesex County College, Edison, New Jersey. Primary emphasis is given to the program phase known as "Employment Preparation" which provided senior job-seekers with specific job-search preparation prior to the Spring 1972 On-Campus Recruitment program in which 49 companies were represented. Employment preparation involved students in seminars covering mock interviews with industrial personnel representatives, instructions and guidance in preparing a "personal inventory" and an employment objective, development of a well-written resumé, and other job search techniques. Alumni of each terminal curriculum, except health technologies, took part in one seminar session.

An evaluation of the Employment Preparation phase was sought through a questionnaire designed by the author and the results are reported in this study.

CONCLUSIONS. The community college graduate seeking full-time employment needs assistance in preparing for a successful job search. This assistance is best provided by the Placement Office staff, with the cooperation and assistance of the faculty. Seniors participating in the Employment Preparation phase were more successful in gaining employment commensurate with their preparation than the students who chose to by-pass the opportunity. Where seniors had strong faculty support through the placement preparation process they tended to be among the most successful in gaining adequate employment. The study attributes the high level of placement success of the 1972 graduates to the well-developed "Employment Preparation" phase, which qualifies this community college placement program as being uniquely comprehensive.

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CHAPTER I

INTRODUCING THE STUDY

The Problem

The function of job placement has a significant place in the community college. This is so because many of the curricula of the two-year college are job-oriented. Hence, the goal of most students in those curricula is full-time employment after graduation. During the past few years there has been an increasing shortage of jobs in many desirable fields. Thus, the task of placement of college graduates has become increasingly difficult.

The problem, therefore, is for the community college to develop a comprehensive job placement program as a key part of its Student Personnel Services. This study will attempt to show that a vital part of such a program is the phase which prepares a student to be an effective job seeker.

Purpose of the Study

The writer plans to provide a succinct summary of each phase of the comprehensive job placement program conducted at Middlesex County College, Edison, New Jersey, during the 1971-1972 academic year. As in previous years, the apex of the placement program was to be the Spring on-campus recruitment program for seniors. Those responsible for developing the job placement program were convinced that a stronger job placement preparation effort should be mounted before the on-campus interviewing to assure that student job-seekers would be well prepared to put their best foot forward. Therefore, this study will include a detailed examination of the "Job Placement Preparation" phase as its primary purpose.

Significance of the Study

Middlesex County College in Edison, New Jersey expects to graduate about 600 students in 1972. Between 225 and 275 of these seniors are seeking full-time employment in which they can utilize the skills they have developed. Most of these students will come from fifteen terminal curricula.

The fact that the community college movement is quite young in New Jersey, combined with the reality that approximately 35% to 40% of the graduates of Middlesex County College in 1972 seek full-time employment, places considerable responsibility upon the counseling services to develop a creative approach to job placement. This involves confronting among other forces of resistance, the negative attitude of many employers toward hiring the two-year college graduate. Research indicates that there is little information about innovative and successful approaches to job placement in the community college. This probably does not mean that such creative programs are non-existent. Rather, it surely means that they are so new that little has thus far been published about them. It is also true that many community college placement programs are modeled after successful four-year college placement programs. The writer feels fortunate to have been closely involved with the program described herein which was tailored to the needs of the students in New Jersey's largest community college. It is my belief and hope that other community college placement administrators and counselors can be aided by the present study.

Definition of Terms

Placement - a service involving the counseling of persons seeking employment, with the goal of assisting those persons in securing satisfactory location in a job of their choice.

Community College - the public-supported two-year college for commuting part-time or full-time students.

Assumptions and Limitations

The principle assumption of this study is that the phase of placement known as "Job Placement Preparation" provided an important needed service for prospective graduates to help assure their employment. This assumption is to be measured objectively and subjectively. Further evaluation of the total job placement program by the counseling staff at Middlesex County College will be included. In addition, all other New Jersey community college placement coordinators were surveyed to learn of features of their programs for purpose of comparison.

It is further assumed that two key factors in developing a noteworthy placement program are the competency of the job placement coordinator and the support given by the college administration and faculty. The writer assumes that the strong leadership of Mr. John Herrling, Job Placement Counselor at Middlesex County College, as well as support of his efforts by his faculty colleagues, have contributed significantly to a strong placement program. The writer acknowledges the opportunity to have been involved at several points in the job placement program, including the conducting of some seminar sessions on preparation for job placement. Appreciation is expressed to Mr. Herrling, as well as to Mr. William H. Lindemann, Jr., Director of Counseling, and other members of the counseling staff at Middlesex County College. Their guidance and support have been invaluable to the writer during his counseling internship.

Limitations of the present study are basically three in number. One is the difficulty of adequately measuring success of the "Job Placement Preparation" seminars. There are many factors which determine the success of an individual in securing the right job for him. The present study does not include a longitudinal study of student success. A second limitation is the experimental nature of the program, which sometimes means that a particular aspect of one year's program is dropped because it seems to be unsuccessful. This may happen without adequate evaluation or a second trial. Thirdly, research of other job placement programs in the community college has produced only limited information to use in comparing the placement program at Middlesex County College with other placement programs.

Method of the Study

Several methods were utilized by the writer in the course of studying the Job Placement Program at Middlesex County College. One was direct participation in several parts of the program. A second method used was that of interviewing the Job Placement Counselor and his Technical Assistant to gain additional information and evaluation. A third method utilized to complete the study was the questionnaire developed by the writer for seeking evaluation from the student participants in the "Job Placement Preparation" seminars. Also, a telephone survey of other New Jersey community college placement coordinators was utilized. Finally, printed information utilized by the Placement Counselor has been studied, and the writer has appended that which seems most useful in illustrating specific phases of the program.

CHAPTER II

SURVEY OF LITERATURE

THE SETTING FOR PLACEMENT IN THE COMMUNITY COLLEGE

The Community College Idea and the Community

A look at the job placement function within the student personnel services of the community college should begin with an understanding of the nature and philosophy of the two-year public-supported college. This is so because the rapid proliferation of these institutions in recent years suggests their unique function within higher education. The importance of a post-secondary education to prepare a person for a meaningful job and future in American society is part of the very fabric of our culture today. However, there is a growing viewpoint which questions the necessity for every person seeking certain occupational skills to complete four years of college. Increasing demand for specialization in many occupational areas dictates skill training which is not available in four-year colleges offering just the liberal arts education. Technical education has gained in importance during the past two decades in this country as more educators have accepted the assertion of the National Advisory Council on Vocational Education in a 1968 report. The Council discussed the stigma that occupational training formerly elicited, saying: "At the heart of our problem is a national attitude that says vocational education is for somebody else's children.... We (Americans) have promoted the idea that the only good education is an education capped by four years of college. This idea... is snobbish, undemocratic, and a revelation of why schools fail so many students."[1]

Our society strongly encourages universal post-secondary formal education to aid youth in developing their maturity and intelligence. As John W. Gardner says:

> Our deepest convictions impel us to foster individual fulfillment. We wish each one to achieve the promise that is in him. We wish each one to be worthy of a free society and capable of strengthening a free society. Education is essential not only to individual fulfillment but to the vitality of our national life.[2]

To say that "education is essential", however, is not to say that education is accessible to all of our nation's youth. A college education was, in fact, untouchable by most of our so-called "average" youth prior to the coming of the community college because of the high cost and the selective admissions criteria of the four-year colleges. Now the public-supported community college with its varied curricular offerings and open-door admissions policy is established in New Jersey and seeks to serve the community and its residents who desire post-secondary education.

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[1] Quoted by Dennis Weintraub, "College and a Job: Cause and Effect?", (Garden City, N.Y.: Newsday, April 12, 1972), p. 90A.

[2] John W. Gardner, "National Goals in Education," Ch. 3 in Goals For Americans: Programs for Action in the Sixties-President's Commission on National Goals, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960), p. 372, as quoted by William T. McGlone and Kenneth J. Gedzinsky in An Analysis For A Student Personnel Model in Two Year Institutions of Higher Education Making The Open Admissions Policy Viable (Unpublished course paper, The Pennsylvania State University, August 1971), p. 1.

Reaching out into the county, which is its geographical community, the community college seeks to maximize the availability of higher education to all citizens. The goal of the community college is "to break from tradition and somehow in a more democratized manner provide a quality education for all so desiring and take each at the level he is at now."[3] This places a particular responsibility upon the community college located in an urban area as suggested by a 1964 special report.

> The democratic ideal of equal educational opportunity will become sheer mockery if educational institutions continue to turn their backs on the poor and the deprived who are massed together in our urban slums. The community college is faced with the duty and the challenge and the opportunity to revitalize the economy with productive urban wage earners and to revitalize each individual with some sense of human worth and dignity.[4]

It is important to note, then, that the community college is the institutional outgrowth of a particular philosophy of higher education which accepts a wide range of students continuing their education on a part-time or full-time basis in an appropriate curriculum at a cost which they can manage through personal resources or financial aid. This institution, according to Edmund Gleazer, will draw upon the history, traditions, personnel problems, assets and liabilities of the community and on the basis of this declare its role and find this accepted and understood by faculty, administration, students and the community at-large.[5] This is an important point to keep in mind in looking at the job placement service in the community college which seeks to put graduates of the college in touch with nearby companies offering jobs.

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[3] McGlone and Gedzinsky, op. cit., p. 2.

[4] Stanford University Community College Planning Center, Community Colleges in Urban Settings, (Stanford, California: Stanford University Press, 1964), p. 17, as quoted in McGlone and Gedzinsky, op. cit., p. 3.

The Community College Student

It is naturally most important for the community college to know the students it is called upon to educate. Here it would be well to describe the community college student in terms of various studies. In so doing one is cautioned to realize that due to their diversity of needs, tastes, talents, goals and other traits, it is almost impossible to characterize the "average" student who chooses such a college. The description which follows is a composite based on findings of recent research on the community college student.

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[5] Edmund J. Gleazer, A New Social Invention: The Community College, (Washington, D.C.: American Association of Junior Colleges, 1960), p.1.

The community college student can be described in these ways:

a) He is on the average, less academically able and less highly motivated than his peers at four-year colleges.[6]

b) He is, on the average, more practically oriented, possessing a wider "spread" in achievement than the students entering four-year colleges.[7,8]

c) He is facing the most critical period of his life in terms of vocational choice.[9]

d) He is likely to come from a lower socioeconomic background than his peer at the four-year institution, and he probably comes from a family whose occupations demanded special skills but no college degree.[10,11]

e) He is quite likely to drop-out of the two-year program rather than persist until graduation, which may mean he will transfer to another institution or return to the same college later.[12,13]

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[6] The Two-Year College And Its Students: An Empirical Report, (Iowa City, Iowa: The American College Testing Program, Inc., 1969), p. 103.

[7] Ibid, p. 104.

[8] Noreen A. Smith and Mary E. Lyon, "High School Seniors: A Junior College or a Four-Year College?" (The Journal of College Personnel, March 1968), pp. 105-108.

[9] McClone and Gedzinsky, op. cit., p. 22.

[10] Ibid., pp. 20 and 22.

[11] Everett W. Stephens, Career Counseling and Placement In Higher Education: A Student Personnel Function, (Bethlehem, Pa.: The College Placement Council, Inc., 1970), p. 168.

[12] Ibid., p. 168.

[13] John W. Hakanson, "Selected Characteristics, Socioeconomic Status, and Levels of Attainment of Students in Public Junior College Occupation-Centered Education," (ERIC Report - ED 013644, U.S. Office of Education, April 1967), pp. 28 ff.

f) He is, in general, among those who are "likely to be cautious and controlled... not sufficiently sure of themselves to explore new and untried fields..." but would rather "seek more certain pathways to success and financial security."[14,15]

g) He is, considered with his fellow two-year students as a whole, more similar than different from other students in higher education.[16]

For such students, especially those coming right to college with only a moderately successful or poor high school experience, the bewilderment of the transition suggests the need for calm counsel. As one writer summarizes the student and his needs:

> In the vast and too often impersonal educational institutions, each student will need the means by which he can establish his own identity; within a context of security begin to appraise himself accurately, shed supercargoes of fears and unrealistic expectancies, sever the personal, emotional and ideational dependencies which fetter him, and test himself in closely simulated or in real-life situations. Perhaps more than their cousins in the liberal arts colleges and universities, these students will require assistance in their striving for self-actualization. The instructional staff contributes mightily to this goal, yet instructors cannot be all things to all students.

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[14] K. Patricia Cross, The Junior College Student: A Research Description, (Princeton, N.J.: Educational Testing Service, 1968), pp. 56ff., as quoted in Everett W. Stephens, op. cit. p. 168.

[15] Charles C. Collins, Junior College Student Personnel Programs - What They Are and What They Should Be, (Washington, D.C.: American Association of Junior Colleges, 1967), p. 12.

[16] Clyde Blocker, Robert H. Plummer, and Richard Richardson, The Two-Year College: A Social Synthesis, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1965), pp. 240-41 as cited in McGlone and Gedzinsky, op. cit., p. 22.

> Student personnel professionals are needed to plan, organize and carry out those experiences directly aimed at student self-discovery, self-acceptance, and self-fulfillment.[17]

For an in-depth description of the junior college student, based on extensive recent research, the writer recommends the study entitled "Higher Education's Newest Student" by K. Patricia Cross.[18]

The Student Personnel Program

In reports on the student personnel programs of community colleges, it is evident that the job placement function is closely linked to other counseling services. It is important to note that the 1965 report of the "Committee on Appraisal and Development of Junior College Student Personnel Programs," which evaluates student personnel programs in 49 colleges of 1000 or more students and 74 colleges with lesser enrollments, shows that junior colleges are generally doing a poor job in the student personnel functions. It is particularly significant to observe the fact that less than 10 per cent of the colleges studied had placement services which could be rated as "excellent," and approximately 70 per cent were rated as

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[17] Collins, op. cit., p. 3.

[18] K. Patricia Cross, "Higher Education's Newest Student," reprinted in Terry O'Banion and Alice Thurston (editors), Student Development Programs in the Community Junior College, (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1972), pp. 26-35.

"mediocre," "poor," or "very poor." Placement services were rated very low among student personnel services in terms of effectiveness of function.[19]

Speaking of the high percentage of community college graduates who terminate their formal education to enter the labor market, Stephens underscores the urgency to provide effective career counseling and placement services. He goes on to raise an important question regarding placement readiness which applies particularly to the young community college student who may not have matured to a point of vocational decision. "Can the junior college, in fact, give effective help in placement, even if it tries?"[20] The answer to this question does not come easily, but there is evidence of some significant efforts to provide effective placement counseling.

The Community College And Placement

When considering placement of community college students today it is important to note that there is a real urgency for providing top-notch services. Satisfying the student's need for career counseling and placement is made difficult because of the younger chronological age of the majority of two-year college graduates when compared to the four-year college graduates. From freshman orientation right up to graduation the placement service should be aggressively functioning to serve as many students as can profit by the service.[21] The placement counselor(s) in the community college will be working with a diverse student group ranging from high to low potential and motivation.

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[19] Collins, op. cit., pp. 17 and 21.

[20] Stephens, op. cit., pp. 170-71.

> Such a clientele calls for professional counselors with a depth understanding of the societal forces at play; a balanced view toward adjustment vis-a-vis corrective activism; and expertise in vocational advisement and educational planning; and therapeutic skill in helping students in their search for significant values and in skirting the shoals of psychological alienation.[22]

The community college student from the lower socio-economic strata poses a stronger challenge to the placement counselor when he "only half buys--and that at cognitive rather than emotional level--the prevailing myth that education will provide him the good job by which he can hope to marry the girl next door and live happily ever after in a split-level home in suburbia."[23] Such a "pie in the sky by and by" bill of goods provides little or no motivational drive for most students entering the two-year college. What they need most is comprehensive career counseling which assists the student to discover "who he is, what is worth the doing, and the direction of his becoming" out of which is realized "a progressive narrowing of vocational choice and a clearer definition of educational plan."[24]

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[21] Ibid., p. 171.

[22] Charles C. Collins, College Orientation: Education for Relevance, (Boston: Holbrook Press, Inc., 1969), p. 53.

[23] Ibid., p. 53.

Placement is a process which is most effective when it recognizes and includes the elements of career planning. And career planning is vital if the student is going to learn to help himself become all that he is capable of being. The placement counselor has the opportunity to assist students in self-actualization. He and the other counselors play a key integral role with students, for "self-assessment represents the first long step in self-fulfillment."[25]

Placement services in the community college can assist students in many ways. Perhaps the best way is that of aiding students in "reality orientation."[26] In providing an important link between the college and the industrial and business concerns in the community, the placement counselor serves present and future students with information about the real job world and the preparation needed by the job-seeker. Such contacts can also "provide important information to assist in the evaluation and improvement of the college's program of instruction."[27] The community college also must rely heavily on its placement coordinator to provide information and counseling about job opportunities for its graduates so that occupational programs succeed through placement of their students. Naturally, if "students cannot find employment after completing the requirements in an occupational program, the word spreads among prospective students that there is no use enrolling in a dead end curriculum."[28]

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[24] Ibid., p. 55.

[25] Ibid., p. 57.

[26] Stephens, op. cit., p. 47.

[27] Richard C. Richardson, Jr., Clyde E. Blocker, and Louis W. Bender, Governance for the Two-Year College, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), p. 175.

Because the community college produces technicians and occupationally trained graduates it has become an important source of prospective employees for industry and business. The community college graduate is trained to assume an entry-level position, whether it be as an electrical technician, nurse, accountant, secretary or computer programmer. Companies which prefer to provide in-depth specialized on-the-job training and promote from within the organization are increasingly looking to the two-year college to meet their basic personnel needs. To put it another way,

> it is suspected that many employers might do better to recruit for many job openings on junior college campuses rather than on senior college campuses. There has been a tendency to hire engineers when technicians could have done the job, to subject the ambitious four-year graduate to the frustrations of certain kinds of sales jobs which the junior college graduate could do equally well, perhaps even better.[29]

The placement service in the community college, which serves such vital functions, can be better appreciated after reviewing the specifics of the placement process.

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[28] Charles R. Monroe, Profile Of The Community College, (San Francisco: Jossey-Bass Inc., Publishers, 1972), p. 176.

[29] Stephens, op. cit., p. 172.

THE PLACEMENT PROCESS

Services to Students and Alumni

A variety of services fall within the domain of the placement office of the community college. For many, if not most, of the students in a two-year college, one or more visits will be made to the placement office to seek job information, occupational information, career counseling, guidance in preparing a résumé or application, and/or to request that references be forwarded to an employer. Statistics show that 50-75 per cent of the students in community colleges must work while attending school. "In fact, the job is often more important to a low-income student than the college courses are, and if a shift in the job occurs, then college courses must make the adjustment, not the job, or else the student is forced to withdraw."[30] Hence, employment needs of students are as critical to many while they attend college, as when they complete their academic program. So, "a placement office may, for some young people, be the one agency that makes existing higher education truly available to them; it can enable them to find work to earn the money they need to stay in college. In larger communities, the placement office can be of real service also to former students and to graduates in helping them to find full-time employment in the fields for which they studied."[31]

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[30] Monroe, op. cit., p. 177.

The primary focus of placement efforts for students comes in the senior year when prospective graduates prepare to participate in job interviews on or off the campus. All community colleges studied in New Jersey arrange for interviewers to visit the campus, usually in the spring, to meet with interested students. (See Appendix A). Bringing recruiters to the campus, which has been a common practice in four-year colleges, provides added inducement for students to get involved well before graduation in seeking positions opening in June or July of their senior year.

Providing placement services and counseling for former students and graduates living in the county it serves is an important part of the outreach of the community college. "Such a service, whether or not widely utilized, insures students that the college has a continuing interest in their welfare."[32] Naturally, such a service is also good public relations for the college as it seeks to be identified with the educational and personal development of the citizens it exists to serve. Effective placement services might influence the thinking of college-bound youth who sometimes view the community college as a second-rate institution of higher education.

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[31] James W. Thornton, Jr., The Community Junior College--Second Edition, (New York: John Wiley and Sons, Inc., 1966), p. 265.

[32] Blocker, et. al., op. cit., p. 262.

To quote one educational specialist, Felix C. Robb, who underscores the importance of college placement services:

> A part of the "new look" of responsible universities must be more effective career guidance and job placement. Placement services should not be an afterthought in academic life but a central factor in a long process that starts with enrollment of a child in the first grade and is not finished until he is well launched and fully established in society as a self-sustaining contributing citizen. This kind of placement involves an institution-wide commitment and requires the extensive confidence and cooperation of faculty and administrators.[33]

Such a philosophy is sorely needed in today's rapidly changing employment market affected by technology, mobility, supply and demand factors, and the rapid obsolescence of knowledge in certain fields. Therefore Dr. Robb also stresses that "increasingly it must be the responsibility of a college or university to help guide, counsel, and intelligently place its graduates through a lifetime if necessary."[34] The community college will be more and more challenged to "design programs of continuing education for the purpose of updating career competence and helping graduates and other adults in the community served by the college to remain socially sensitive and intellectually alive as well as employable."[35]

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[33] Felix C. Robb, "The Three P's: Preparation, Placement, and Performance," (Journal of College Placement, February-March 1971), p. 30.

[34] Ibid., p. 32.

Services to Employers

In addition to serving present and former students, the community college placement office serves the needs of employers. Even when the job market is "tight" there are still openings of various kinds, both part-time and full-time. The placement process involves keeping an active up-to-date listing of openings which are discovered through telephone or mail contacts with employers. The placement coordinator then is obliged "to communicate to the counselors, advisors, and faculty members (as well as students) the employment needs of business, industry, government and education."[36] Personal contacts with industrial personnel representatives help to produce closer college and industry or business cooperation.

Another important function of the placement officer of the community college, or any college for that matter, is to provide a link between college faculty and administrators and the business community. Information, not only about openings in various companies, but also about trends and changes in the labor market, must be provided by the placement specialist. One administrator suggests that "there is too much talk about the generation gap and not enough about the faculty-business gap."[37] Faculty and recruiters can easily be brought together over lunch when the latter visit the campus. In the community college "it is inevitable that the faculty of career programs will assume responsibility for some of the placement activity that is carried out by the institution."[38] Contacts with the faculty and an open line of communication, as well as utilizing their assistance in an advisory and supportive way, can help to strengthen the placement coordinator's effectiveness interpreting industry and business manpower needs and the college's educational objectives. Feedback in both directions can be mutually helpful. "Because the area of work for which many junior colleges would be preparing their students is in the vanguard of technological change, these schools must be especially alert to changing educational requirements by industry."[39]

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[35] Ibid., p. 32.

[36] Jack Breslin, "A College Administrator Looks at Placement," (Journal of College Placement, April-May 1969), p. 35.

Such contacts with employers in the entire community keeps the placement officer aware of emerging needs for trained technicians. "In an unobtrusive way, the placement officer interprets the college and its purposes to the community while contributing a constant flow of important information to the continuing community survey carried on by the college. Clues to new and promising fields for occupational education, as well as to those declining in importance, may frequently come to the attention of the placement officer before they are noticed by any other staff member."[40]

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[37] Ibid., p. 35.

[38] Richardon, et.al., p. 175.

[39] Howard Rosen, "An Assessment Of the Impact of Changing Technology Upon Manpower Requirements: Implications For Junior College Education," p. 8 in Junior College Student Personnel Programs - Appraisal and Development (A Report to the Carnegie Corporation), November 1965.

The fact that the placement officer will be making contacts with the employers in the community, who are seeking persons possessing the kind of skills which the college seeks to provide, makes him an important representative of the community college. As a link between the educator and employer, the placement coordinator must also be attuned to the viewpoints and concerns of the faculty and administration. In some colleges, the placement operation is assisted by an advisory council. "The council is a small voluntary committee made up of administrators, faculty and students who meet periodically with the director and discuss how the placement function is going and make suggestions for change or new programs which would improve the service.... The council insures that there will be open channels of communication between the placement office and all groups in the college community, and it can also work as a sounding board for the staff's plans and ideas."[41]

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[40] Thornton, op. cit., pp. 265-66.

[41] John F. Sherlock, "The Placement Director's Crucial First Year," (Journal of College Placement, Oct.-Nov., 1970), p. 78.

Placement and Career Development

On the surface, one might assume that the placement staff only comes in contact with the student who has made a decision to seek a particular position as the result of a firm and clear earlier decision about a lifetime, or at least temporary, career. Such is not the case and is perhaps usually the exception rather than the common occurrence. Career planning is a process which the placement counselor often initiates and enables when a student or non-student seeks placement help. The two tasks of placement and career development do naturally intertwine, although there is apparently disagreement as to whether or not the placement officer should attempt both tasks. "The placement officer," says Arbuckle, "is not the occupational information specialist, nor is he a vocational counselor. If he has to perform all three functions he cannot be especially effective in any of them."[42] The assumption of Arbuckle is that specialization makes for greater efficiency.

However, many colleges may find it impracticable, for economic or other considerations, to divide the placement and career counseling functions. A key element in making such a division of labor should hinge on the question of whether or not the placement counselor is always able to put the long-range needs of the client ahead of the manpower needs. "The goal of guidance, as Super has well emphasized, is human development, not manpower utilization."[43]

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[42] Dugald S. Arbuckle, Student Personnel Services in Higher Education, (New York: McGraw-Hill, 1953), p. 109.

The placement of a student is the natural outgrowth of career counseling and vocational planning. If the placement counselor is not compelled to march to the music of the employer, but is free to put the client first, then it seems likely he can also do career counseling. Many feel the function of career counseling can usually be carried out by the placement officer "for he has a unique role at the interface between the academic community and the community in which graduates must pursue their careers... (The placement) objectives relate to assisting the student in determining what he wants to do, where he wants to go, how best to get there. To do this effectively, the student needs both counseling and career information."[44]

The student must come to know himself--his values, interests, abilities, and psychological needs--in order to make an informed career decision. Then he should find out all he can about the occupational possibilities which would correspond most satisfactorily with his self-needs. As the College Placement Annual advises, "During the process of self-evaluation, it is helpful to use a placement officer as a touchstone, for his experience in counseling career-seekers may offer new ideas to follow in your search, or he may help to verify some guidelines about which you are unsure. Vocational counseling is a large part of the placement office's duties."[45]

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[43] Donald E. Super, "Guidance: Manpower Utilization or Human Development?" (Personnel and Guidance Journal, 1954, v.33), pp. 8-14 as cited by Daniel Sinick, "Placement's Role In Guidance and Counseling," (Personnel and Guidance Journal, September 1955), p. 37.

[44] E. Sam Sovilla, "A Plan For Career Planning," (Journal of College Placement, October-November 1970), p. 51.

In essence, the placement counseling process, to be effective, must incorporate the elements of the theory of vocational choice which was detailed by Parsons early in this century. His simple workable hypothesis has three basic elements.

1. self-understanding on the part of the client: a knowledge of his interests, aptitudes, resources, limitations, etc.

2. knowledge of the world of work: aptitudes required on a job, educational background necessary, paths of advancement, remuneration, etc.

3. matching of individual qualifications to job requirements.[46]

Theories of vocational choice have been numerous since 1909 and have been significantly influenced by recent investigations in psychology and human development. Such present day viewpoints might be characterized by a provocative article by Robert Wurtz written in 1966. He warns against any effort to manipulate the developmental process while doing vocational counseling. "Implementing a self-concept," says Wurtz, "requires that one know the self, a particularly difficult task when the self is still developing."[47] But, aren't all decisions regarding one's career molded from the facts one has about his past and the hunches he has about his future? Career choice, generally speaking, is both tentative and compromising. The ideal job, not to mention the ideal life, is always illusive. In fact, "studies on job contentment reveal that nearly 50 per cent of those who are employed are unhappy with their chosen fields of endeavor."[48] Many such persons find their occupational fulfillment in a second "mini" job, which they conveniently label their "hobby."

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[45] The College Placement Annual 1972, (Bethlehem, Pennsylvania: College Placement Council, Inc.), p. 6.

[46] Frank Parsons, Choosing A Vocation, (Boston: Houghton Mifflin, 1909), pp. 4-5.

Ideally career development--a learning process operating throughout a lifetime--should lead a person to the successful match of his interests and talents with an occupation that provides personal satisfaction. Beyond that, an ambitious workman looks for employer satisfaction, the opportunity to improve his achievement ability, the approval of one's co-workers, and periodic advancement in status.[49]

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[47] Robert E. Wurtz, "Vocational Development: Theory and Practice," (Vocational Guidance Quarterly, December 1966), pp. 127 ff.

[48] J. C. Atherton and Anthony Mumphrey, Essential Aspects of Career Planning and Development, (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1969), p. 32.

[49] Ibid., pp. 32-35.

Positive self-esteem and occupational satisfaction are essential to maintenance of good emotional and physical health.

The Placement Counselor

It should be obvious that the placement function in the community college demands a well-trained professional who has both counseling skills and an informed understanding of the industrial and business personnel functions. So much the better if the placement officer has seen business or industry from the inside. The professional and educational standards which are suggested for the placement officer are amply explored by Stephens.[50] In reporting on a survey of placement directors in the New York area in 1963, Nancy D. Stevens offers a composite picture of the ideal placement staff member. It was "a man or woman who had a master's degree in the general field of guidance and counseling with either three or five years of work experience in the field of business and college counseling, and who was between the ages of 25 and 35."[51] The same study indicated that 95 per cent of the respondents also felt it was important for the new staff member to be willing to work with the employer,

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[50] Stephens, op. cit., Chapter 2, pp. 23-33.

[51] Nancy D. Stevens, "A Changing Concept of College Placement,: (The Journal of College Student Personnel, June 1965), p. 234.

48 per cent felt that his efforts should be spent in making employer contacts for the office."[52]

In speaking of the challenges and opportunities facing placement officers today, a program officer for special projects for the Ford Foundation recently stated --

> They have more power and influence than one may realize. They are in a unique and strategic position at the threshold between formal education and gainful employment, the threshold that separates the theories of the classroom from the realities of work, the threshold that separates adolescent dependence from adult independence. Placement officers, perhaps better than most, can serve as the communicating link - on the one hand advising and counseling the young as they prepare to cross that threshold, and on the other hand, educating and enlivening those now in power and authority who are about to employ the services of the young.[53]

Such a statement must always be understood in the context of the critical needs of students seeking meaningful positions in the complex job market of today. It is that need which suggests that the placement counselor "must be very directly involved with the client's ability to mobilize personal resources to obtain a job."[54] In fulfilling that need for the job-seeking student the placement officer needs the strong support of other counselors, technicians, secretaries and work-study students in proportion to his overall task. In an active community college placement office, the burden of paper work and follow-up by telephone with job applicants can easily become over-burdensome.

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[52] Ibid., pp. 234-35.

[53] Fred E. Crossland, "New Faces and Old Hopes," Part I of three articles on the 70's, (Journal of College Placement, February-March 1970), p. 34.

[54] Stevens, op. cit., p. 235.

Facilities

Every college with an active placement office needs adequate facilities for counseling, storage and display of informational materials and files, group meetings, interviewing, secretarial space, and a waiting room. A key part of the placement center is the occupational information library. Resources on careers and occupations can include books, pamphlets, brochures, posters, files, cassette tapes and tape players, an occupational viewdeck, and perhaps a filmstrip projector and small viewing screen. The placement center also needs ample bulletin board space for posting part-time and full-time job listings and company posters. Books such as those of Baer and Roeber (1958), Hoppock (1967), Isaacson (1966), Norris, Zeran and Hatch (1960), and Shartle (1959), which are listed in the bibliography of this study, provide ample suggestions for developing an occupational information library. Naturally, there are other primary references for the placement library including Occupational Outlook Handbook, Dictionary of Occupational Titles, and The College Placement Annual which are indispensable. Where practicable all career and occupational information should be usable by all interested persons and accessible in one location, such as the placement office. The placement staff will also need access to the student files which will contain letters of reference and other personal information incorporated in the individual's credentials.

Follow-Up and Research

Follow-up of all students who seek placement is a vital function of the placement office. It has several aspects. First, immediate follow-up with those registered for placement must go on continually to assure that active job-seekers are informed of positions which match their needs. Also, positions listed may be filled without the employer informing the placement office. A periodic check on listings must be performed. Second, "periodic checks of student performance can be a source of evaluation regarding the effectiveness of training programs" and job performance.[55] Such information can be a source of evaluation regarding the effectiveness of the placement service.

Third, there is a need for some immediate knowledge of placement success as a student graduates and is about to embark on a new full-time position. A quick survey of seniors can provide information regarding jobs offered, position accepted, starting salary, and name of employer. Naturally, at graduation some students will not have found a suitable position or made a final decision.

Fourth, there is a need for in-depth follow-up of community college graduates who entered the job market instead of transferring. "Few studies are reported of the success of vocationally trained graduates in finding employment in the area of their training and of their comparative success after placement."[56] Such quantitative data can be gathered through contact with employers. A personal contact will probably be more successful than a questionnaire. Questions appropriate for this kind of survey would include:

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[55] Blocker, et. al., op. cit., p. 262.

> 1) How was contact made--employer request to placement office, student initiative, other? 2) Starting wage, compared to usualy beginning wage? 3) Advancement during employment? 4) Employer rating of skills, personality, training? 5) Reasons for separation, if applicable? 6) Employer suggestions for improved training programs.[57]

Employers, who are interested in the concept of "quality control", will be willing to cooperate in such a survey if the interest of the college and the intended use of the information is clearly explained.

A year-end annual report on placement would seek to pull together both the qualitative and quantitative data for evaluation. This audit is "quantitative in that it contains statistics on such information as number of students who have used placement services; number of seniors registered with the placement office; number of students who secured full-time career positions, kinds of jobs, beginning salary levels, breakdown of numbers and kinds of employers recruiting on campus; an up-to-date inventory of materials in the career library."[58] A summation of all placement activities should be included. Also such an audit might get into an analysis of the placement budget.

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[56] Thornton, op. cit., p. 266.

[57] Ibid., p. 267.

Subjective evaluation, or auditing, is also needed. In looking at the specific programs for the year, the strengths and weaknesses should be "critically analyzed to determine if they have accomplished their purpose in the total placement function."[59] Such a qualitative evaluation might include a study of how well the placement function has been integrated with other student services. If an advisory council is used by the placement staff, it should be encouraged to give constructive criticism. An outgrowth of the auditing process at the year's end would be a statement of projected changes and new programs, procedures, and services to improve the placement function in the year ahead. The year-end report should summarize, then, statistical data, program effectiveness, and projections for the coming year. A budget audit and proposal might be done at another time and not be included in the report for the year.

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[58] Sherlock, op.cit., p. 80.

[59] Ibid.

JOB PLACEMENT PREPARATION

Most literature on job preparation covers basically the same principle steps. These can be summarized as the U. S. Department of Labor has done in five steps covered in the transition from student to employee. They are:

1. Job selection
2. Canvassing the possibilities
3. Preparing a personal folder
4. Submitting an application
5. The interview[60]

The community college placement program usually includes on-campus interviews. Such interviews are utilized by the company recruiters as preliminary screening interviews and probably will not exceed twenty to thirty minutes. Therefore, the students who participate in such interviews must in a real sense put their best foot forward. The tightness of today's job market also indicates that those students who come across the best to an interviewer will be selected for further consideration. Therefore, the campus interview is "a vital learning experience for student and employer."[61]

Placement preparation would involve the placement staff in assisting the job seekers to learn the skills of self-analysis (what do I have to offer?), résumé preparation (showing what I have to offer), interviewing (demonstrating who I am and what I can do), and making a decision about a job offer. Also, filling out the job application, use of employment services, and how to write a letter to employers are additional skills to be mastered by the aggressive job seeker.

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[60] Atherton and Mumphrey, op.cit., p. 86.

[61] Stephens, op. cit., Chapter 13, pp. 175-183.

The writer would recommend several books as resources for the job seeker or placement counselor. One is How To Get A Better Job by Austin Marshall, which covers such important areas as "How to Research Your Next Job" and "How to Compose a Result-Getting Résumé." Another book of valuable hints and proven techniques is Planning Your Career by Robert Calvert, Jr. and John E. Steele. The College Placement Annual also contains some highly useful information including a "Correspondence Checklist" (p. 28) and some pointers about the employment market under the title "Don't Wait For the Job to Come To You" (p. 11).

The job interview is the key opportunity for the job-seeker to talk about himself to the personnel recruiter. It is a critical meeting for which the young prospective graduate, and even the not-so-young interviewee, needs special preparation. The New York Life Insurance Company distributes a free booklet on "Making the Most of Your Job Interview," which is a very valuable aid. It not only gives pointers about the whole job-seeking process, but also suggests 94 questions which are commonly raised by an interviewee.

Stephens has this to say about the interview experience as a learning situation. "For the first time in his life, perhaps, he (the student) submits to a process wherein he is being judged as a total personality, and he begins to learn how important it is to know himself and to be able to sell himself. He begins to learn about the world of work, what opportunities are open to him, the paths others have taken to success, and how he might succeed. Here at last, in confrontation with the recruiter, is the challenge to bring into play all he has learned."[62]

One writer has said that selection, at best, "is always a guessing game."[63] However, the interviewer will look at the job-seeker keeping in mind the fact that what a man will do is largely discovered in what he has done. His "can do" traits include appearance and manner, availability, intelligence, experience, skills and knowledge. Also, an assessment of such characteristics as stability, industry, perserverance and loyalty will provide a measure of what the interviewee "will do" on the job.

Going into an interview with a well-written and neat appearing résumé can also help the job-seeker sell himself to an employer. The résumé is a sales promotion piece, as it seeks to emphasize precisely what the seller wants to emphasize about himself, and nothing more. The résumé demonstrates what the individual has done, and thus concretely suggests what he can do. "A good résumé helps a candidate win attention and approval, while a poor résumé sets up unnecessary and perhaps undeserved roadblocks which may retard the start or later cause detours on the throughway called career."[64] Mrs. Lilian Kushner of the New York State Employment Service's professional placement unit in Hicksville, N. Y., has helped many engineers to move out of unemployment. Based on her own experiences, Mrs. Kushner said, "Eighty per cent of the people don't write a good résumé."[65]

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[62] Stephens, op.cit., p. 177.

[63] Saul W. Gellerman, Management By Motivation, (American Management Association, Inc., 1968), p. 60, as cited in Stephens, op.cit., p. 180.

Identifying and reporting his successes is the process which leads the serious student job-seeker to be able to write a concise and descriptive résumé. Such a process of self-inventory is employed quite extensively in college placement. The writer first became aware of this method through Ray A. Ziegler, who directs the placement program at Dundalk Community College in Maryland.[66] More recently a similar process was reported by the Office of University Placement and Career Services at Columbia University.

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[64] Cholm G. Houghton, "The Effective Résumé: First Key To Career Success," (Journal of College Placement, December 1970-January 1971), p. 72. Also see Charles Mangel, "How To Land The Job You Want," (Look, May 18, 1971).

[65] Henry Gilgoff, "The Right Résumé Is Hard To Write," (Garden City, New York: Newsday, June 14, 1971), p. 38A.

[66] Ray A. Ziegler, A Leader's Guide For Group Guidance in Creative Job Search Techniques, (Mimeographed, copyright 1962).

In designing their DIG ("Deeper Investigation of Growth") program, the staff at Columbia consulted with Saul Gruner, senior vice president for consulting work and program director for "Thinc Career Planning Corporation" in New York City. Mr. Gruner has developed a new technique for applying the process of Success Factor Analysis developed earlier by Bernard Haldane of Washington, D. C.[67]

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[67] Richard M. Gummere, Jr., "DIG/ Columbia University's Program To Help Students Find Answers," (Journal of College Placement, April-May 1972), pp. 38-45.

PLACEMENT TOMORROW

There are several forecasts about placement tomorrow in the literature surveyed which are included here because they underscore the central role of placement in the realm of college student services. One writer suggests that each college seeking to survive in the 1980's should transform its placement office into a "career development center." This center, going beyond traditional placement functions, "would employ modern technology and systems approaches in becoming a useful learning resource for students, faculty and alumni. It would provide career orientation information for individual exploration of career alternatives and potentialities."[68] It would be essential to maintain reliable information about current and prospective job markets. This will require participation in statewide, regional, and national data banks. Such a service would also rely on many competent advisers in specialized fields to whom students could be referred. Utilizing the computer bank, which would mean storing all pertinent data about each student at the college, systems are now available to utilize information retrieval as an important tool in successful career planning and placement.

In addition, by 1980, there will be a new application of television using video tape cassettes which can be played through an ordinary receiver. Such cassettes, like tape recordings, can be erased and up-dated to include current career information. Many career counselors already utilize video equipment to tape interviews and group sessions. The client or group member can see how he really comes across when he views the playback of himself.

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[68] Robb, op.cit., p. 33.

There is a new day in education as professionals, supported by federal funding, are developing comprehensive career education for all ages to be included in the school and college curricula. Such a long overdue change in emphasis means that "placement tomorrow will need to articulate its basic educational mission--that of helping the student put together his jigsaw pieces of education and reason out his value orientations to life and the earning of a living. This mission, of course, implies counselor preparation essential to counseling the whole individual. It implies, too, a counseling philosophy rooted in sound, demonstrable principles of human behavior. This, in turn, means that much research must be forthcoming."[69] The placement counselor is both an educator and problem-solver. As he goes about his specialized and challenging task in this decade he will surely need to be flexible to adapt to all the changes just around the corner, which ultimately will make placement more crucial and useful to the community college graduate.

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[69] Stephens, op. cit., p. 211.

CHAPTER III

THE PLACEMENT PROGRAM AT MIDDLESEX COUNTY COLLEGE

AN OVERVIEW OF THE COLLEGE

Middlesex County College was founded in 1964 and opened its doors to students in September 1966 on a 200 acre portion of the former Raritan Arsenal located in Edison, New Jersey. It is sponsored by the citizens of Middlesex County through the Board of Chosen Freeholders. Dr. Frank M. Chambers has served as the President of the college since its inception. By virtue of its location in Middlesex County, the college serves one of the major industrial, commercial and educational areas of the state and is in close proximity to such major arteries as the New Jersey Turnpike, U. S. Route 1, the Garden State Parkway and U. S. Interstate 287. Nearby in New Brunswick, the county seat, are located the main campuses of Rutgers--the State University.

The list of major manufacturing, retailing and service industries in Middlesex County is far too long to include here. An up-to-date resource for discovering all such firms is in the 1971 New Jersey Industrial Directory.[1] Another reference utilized by the placement staff at the college is the directory entitled Industrial Research Laboratories in New Jersey.[2] Middlesex County College serves 25 communities, 30 high schools and four county vocational schools from which come most of the students who attend the college.

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[1] New Jersey State Industrial Directory - 1971, (New York: State Industrial Directories, Inc.).

The Curricula

The degree programs offered at Middlesex County College are organized under five academic divisions--Business, Science, Health Technologies, Engineering and Technology, and Social Sciences and Humanities. The curricular areas under each division are as follows:

BUSINESS DIVISION
- Accounting
- Marketing
- Retail Management and Merchandising
- Hotel and Restaurant Management
- Secretarial Science
- Marketing Art and Design

SCIENCE DIVISION
- Liberal Arts/Science Emphasis
- Medical Laboratory Technology
- Environmental Health Science
- Biological Technology
- Chemical Technology

DIVISION OF HEALTH TECHNOLOGIES
- Nurse Education
- Dental Hygiene
- Radiologic Technology
- Rehabilitation Assistant Education
- Medical Laboratory Technology

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[2] Industrial Research Laboratories in New Jersey, (Trenton, N. J.: State of New Jersey, Division of Economic Development, 1966.)

DIVISION OF ENGINEERING AND TECHNOLOGY
- Engineering Science
- Electrical Engineering Technology
- Civil Engineering Technology
- Mechanical Engineering Technology
- Computer Science

DIVISION OF SOCIAL SCIENCES AND HUMANITIES
- Liberal Arts

In addition to the degree programs listed above, the college offers courses on a part-time basis through the Division of Continuing Education. These courses can lead to either a degree or a certificate. The course offerings include all those named in the day-time degree programs, as well as courses pertinent to several special programs. These programs have included: Job Horizons for Women, Teacher Aide Program, Quality Control, and Correction Administration. Another special program which operates under the Liberal Arts area is "Collegiate Foundations" (formerly Pre-Technical Program). New programs and courses are instituted from time to time in response to demonstrated needs. One such example is a new Fall 1972 program, expanding the Teacher Aide area into Teacher Assistant, and also offering curricula for Assistants in Early Childhood Education and in Special Education.

The Student Population

In 1971-72, the full-time enrollment at Middlesex County College is as follows on the next page.

Table 1

Full-time Enrollment at Middlesex County College--1971-72

Date	Freshmen	Seniors	Total
10th Day Fall Enrollment	2007	927	2934
10th Day Spring Enrollment	1505	781	2286

The approximate number of students attending the college part-time was 4000. This combined enrollment makes Middlesex County College the largest community college in the State of New Jersey.

A sample study was done during 1972 to show the percentages of full-time students (using a total of 3000) who fall into several categories. The percentage, as well as number, profile is as follows:

Table 2

Profile of Middlesex County College Students - Reported Feb. 14, 1972

	Number of Students	By Age 22-25	26 or Older	Veterans
Total (sample) in %	1653	14%	5%	13%
Total Students (N)	3000	420	150	390

(Table 2 Continued)

	Estimated Parental Income			Concern About Financing Education	
	Less Than $6000	$6000 to $9999	$10000 to $12499	Some	Major
Total (sample)in %	8%	31%	23%	50%	6%
Total Students (N)	240	930	690	1500	180

The obvious significance of this information is that 19% (570) of the 3000 full-time students are age 22 or older, which also means that 81% are younger than age 22. Basically, then, the student population attending the college full-time are there soon after completing high school. This underscores the concern often expressed at the community college level that the two-year college student is, for the most part, quite young and immature with limited educational and work experience.

On the other hand, there is a significantly high (13%) number (390 of 3000) of veterans on campus. It is anticipated that this percentage will increase significantly over the next two or three years due to the return of the Vietnam veteran to civilian life and educational institutions. Such students need specialized counseling in career and educational planning, applying for veteran's benefits, and ultimately job placement. The general observation about the veteran student at Middlesex County College is that he has a higher degree of maturity and motivation, on the average, than his younger student counterpart just entering the college from high school.

A third observation of the preceding data relates to economic need of the students. Over one-half (56% or 1680) of the 3000 students indicate concern over financing their college education. This corresponds to the data which indicates a parental income level of below $12,500 per annum for 62% of the students, with half of that group falling in the $6,000 to $9,999 range. This picture, on the surface, would indicate that 39% of the sampled student body would be eligible for New Jersey Educational Opportunity Fund (E. O. F.) support since the parental income is below $10,000 per annum. These figures corroborate the studies of community college students which hold that the majority of such students are from middle to low income families and are in need of some form of financial assistance to enter a public-supported college. It is also possible to see why a majority of community college students must work at least part-time to aid their parents or help themselves bear the costs of education.[3] A goodly portion of the attrition rate of 22% reflected in Table 1 may be due to economic pressures and, in some cases, the need to choose a job over college for at least the time being.

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[3] See the references cited in Chapter II in footnotes 10, 11, 14, 15 and 18.

To look at the student population of Middlesex County College in another way, the reader is referred to Table 3 showing the plans of June 1970, June 1971 and June 1972 graduates regarding their continued education (transfer) or occupational (job placement) plans. In comparing transfer and placement plans, Table 3 indicates an interesting development in 1972. Whereas, in 1970 and 1971, the majority of students (omitting the category "other") planned to transfer to the upper level college (58.3% and 56.8% respectively), the majority in 1972 sought job placement instead of further formal education (52.8%). It is noteworthy that this trend occurred during the time of a tight job market. One observation to be made is that the community college graduate, on the whole, has developed enough technical skill to command a good entry level position in business, industry or the health services if he so desires. This is demonstrated, in particular, by the placement success with the computer science graduates showing that 23 of 34 (67%) have secured positions in their field of preparation. Another factor which may be responsible for a higher placement percentage in 1972 was a successful job placement preparation program. This program will be further evaluated in Chapter IV.

Table 3

Comparison of General Profiles - Classes of 1970, 1971, 1972
Middlesex County College, Edison, New Jersey

Curriculum	Graduates 1970	Graduates 1971	Graduates 1972	Transfers 1970	Transfers 1971	Transfers 1972	Placements 1970	Placements 1971	Placements 1972	Other 1970	Other 1971	Other 1972
BUSINESS												
Accounting	35	27	44	24	12	22	9	10	20	2	5	2
Marketing	84	94	57	49	54	28	25	33	27	10	7	2
Retailing	--	--	16	--	--	5	--	--	9	--	--	2
Secretarial	30	33	35	5	6	4	20	23	30	5	4	1
Hotel & Rest.	--	16	15	--	6	4	--	6	9	--	4	2
SCIENCE (Tech.)												
Biological	31	23	14	8	11	2	15	12	11	8	0	1
Chemical	12	5	9	4	5	2	6	0	6	2	0	1
HEALTH												
Nursing	61	60	52	3	4	7	55	52	39	3	4	6
Dental Hygiene	--	--	22	--	--	2	--	--	19	--	--	1
Rehabilitation	--	--	18	--	--	5	--	--	12	--	--	1
Radiologic Tech.	16	21	13	13	9	13	0	9	0	3	3	0
LIBERAL ARTS	148	159	174	92	120	117	18	24	43	38	15	14
L.A.-SCIENCE	--	--	10	--	--	9	--	--	1	--	--	0
ENGINEERING												
Electrical	39	20	29	18	11	10	12	7	17	9	2	2
Mechanical	24	17	15	14	10	4	7	6	10	3	1	1
Civil	--	--	14	--	--	4	--	--	9	--	--	1
Computer Science	--	26	34	--	9	10	--	14	23	--	3	1
Engineering	9	1	6	5	1	6	1	0	0	3	0	0
TOTALS	489	502	577	235	258	254	168	196	285	86	48	38

The Student Personnel Program

The Division of Student Personnel Services at Middlesex County College encompasses those services which closely supplement the academic disciplines in meeting the intellectual, psychological, and social needs of the students. Student Personnel Services comprise the areas of admissions, financial aid, registrar, counseling services, health services, athletics and student activities. For the purpose of this study the focus will be on the counseling services.

Counseling Services states that its "principal general objectives are (a) to aid the student in making decisions about career choice, educational program, or other important matters; (b) to enable the student to be more effective in his relationships with other people; (c) to assist him in gaining self-understanding and acceptance; (d) to help him improve his academic and social skills; and (e) to provide support for the student during an emotional crisis. Since each student differs in need, counseling is on an individual basis except where mutual interests permit group counseling."[4]

The Counseling Services staff presently consists of a Director, a Transfer Counselor, a Job Placement Counselor, a Career Development Counselor, a Psychometrist, and two Counselor Generalists. In addition, there are two full-time positions for technicians in Job Placement and Transfer, the first of which was filled in January 1972, and the second of which is to be filled soon. There is a test administrator who is funded by the State of New Jersey. Two matriculated students from the Student Personnel Services graduate program at Newark State College work twenty hours a week each for ten months. There are three secretaries and usually three work-study students to round out the Counseling Services staff. All of the counselors and supportive staff are housed in one location known as Center IV.

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[4] Middlesex County College, 1971-1972 Catalogue, (Edison, N.J.), p. 38.

In addition to the counseling and supportive personnel staff, the Office of Counseling Services houses an extensive library of college, university and technical school catalogues and directories. There are also extensive files on occupational information, as well as files containing brochures on a considerable number of firms who have provided employment and general information. The Office of Counseling Services is also the repository of all files containing admission data, correspondence on academic matters and credential materials for current and former full-time students.

The information and advisory services which are provided by Counseling Services exist to assist students in career and curriculum planning, transferring and obtaining jobs. These services exist to supplement, not supplant, the advisory and informational services which may be provided by the teaching faculty.

The Placement Function

The Job Placement Counselor in the Office of Counseling Services coordinates the various functions of the college placement service. This position is a key function for two reasons: (1) most students at the college must work at some kind of job while attending college, and (2) a significantly high percentage of the seniors of Middlesex County College seek full-time employment upon graduation. Placement services also exist to serve alumni of the college. Due to the enormity of the placement task a full-time coordinator and a full-time technician have been employed. The college's work-study program, however, is coordinated by the Financial Aid Counselor, who reports to the Director of Admissions. Several other N. J. Community Colleges combine Placement and Financial Aid under the same administrator (see Appendix A).

The Job Placement Counselor at Middlesex County College during 1971-72 has been Mr. John Herrling, whose education and training, as well as his winsome personality, have made him well-suited for the position. Having completed his M. Ed. in Guidance and Counseling, Mr. Herrling was employed for 2½ years as a personnel representative with the Honeywell Corporation. His experience has provided him with a knowledge of industrial employment and procedures. Mr. Herrling has shown an aggressive spirit in getting to know both the college personnel and industrial representatives during his first year at Middlesex County College. He considers such relationships as very crucial in building a stronger placement service at the college.

Before Mr. Herrling became the Job Placement counselor at the college, the responsibility was assumed by Mrs. Carol Taha. Largely through her efforts a noteworthy on-campus recruitment program had been developed and many graduates had been aided through personal counseling to prepare themselves for the interview experience. However, Mrs. Taha had recommended for 1971-72 a more extensive program of student preparation prior to the traditional spring recruitment interviews. When the decision was made to expand the counseling staff, the Director asked Mrs. Taha to assume the responsibilities for career development counseling and a new Job Placement Counselor was sought. Upon the hiring of Mr. Herrling, a projected plan for placement for 1971-72 was developed, with primary emphasis in two areas: (1) stronger contacts with employers, and (2) better pre-interview preparation of students. These emphases will be described in the next section and in Chapter IV.

THE PLACEMENT PROCESS - 1971-72

Services to Students and Alumni

A description of the placement services at Middlesex County College should begin with an outline of specific services provided to students and alumni. The following tasks are the important placement and employment preparation functions handled by the Placement Counselor.

1. Individual counseling on career and vocational planning, employment preparation, techniques of seeking employment, and assistance in preparing job search materials.
2. Job Placement Preparation Seminars for seniors conducted in late January and February 1972 (see Chapter IV).
3. Planning and developing the On-Campus Recruitment in late February and early March 1972.
4. Coordinating the job listing and student registration service.
5. Conducting an on-going employer contact and visitation campaign.
6. Administer additional placement services, including:
    a. the credentials service
    b. one evening of placement counseling a week
    c. disseminating occupational information, including labor market trends
    d. up-dating information files on companies and positions
    e. developing statistical and informational reports on placement trends and results.

In accomplishing all of the above placement tasks the Job Placement Counselor relies heavily on the assistance of the placement technician who functions much like an executive secretary.

A significant amount of use has been made of each of these services and they are all to be continued during the coming year. Periodic mailings and notices in the college news media have apprised students and alumni of the various placement services.

Services to Employers

It is evidently true that a major portion of the success of any college placement program is related to the development of good relationships with prospective employers. The placement efforts at Middlesex County College have strongly emphasized strengthening employer relations. Mr. Herrling has personally sought to visit employers and discuss with personnel managers the college, its curricula and students, as well as learn about the facilities and employment prospects at the industrial or business site. In cases where it appeared the employer might be interested in Middlesex graduates with particular skills, the curriculum's department head or his designee was invited to accompany the Placement Counselor. The faculty member could more completely describe his curriculum and discuss particular prospective graduates.

From October 1971 through June 1972, twenty-seven off-campus visits took place, with a representative from an academic department participating in one-third of the visits. Such personalizing of the college's placement function is felt to be very productive.

In addition to off-campus employer visits, employers have visited the college and toured its facilities through the auspices of the Placement Office. Seven different employers visited the campus during the year (excluding the companies who participated in on-campus recruitment). Such on-campus visits have great value for the employer as they permit him to evaluate academic personnel, students, laboratories and other facilities.

The principal mail contact with employers involved a letter to over 800 firms, extended during November and December 1971, inviting them to participate in the On-Campus Recruitment Program during February and March 1972 (see Appendix B). This program provides prospective employers with the opportunity to interview and recruit the college's June graduates in the Science, Business and Engineering curricula. Of the 800 plus employers who were invited, 55 accepted the invitation and scheduled a visit during the three week recruitment period. Six companies canceled prior to the recruitment period because their employment needs were reduced.

Periodic mailings to employers in Middlesex and surrounding counties were made throughout the year announcing on-campus recruitment, new curricular offerings, and the graduation and employability of the Senior Class.

Involvement of Alumni and Faculty

Early in the Fall of 1971, meetings were held with Department Chairmen and their staff to discuss the proposed 1971-72 Placement Program. Usually Mr. Herrling was accompanied in these meetings by Mrs. Taha, former Job Placement Counselor, and Mr. Lindemann, the Director of Counseling. The primary purpose of these meetings was to seek faculty cooperation and support in developing contacts with employers, promoting the Job Placement Preparation Program, publicizing job openings, and sharing information about placement success of former students.

The various levels of response led the Placement Counselor to developing individual working relationships with Department heads or other faculty who indicated support, and not push to get a working Advisory Council. Although a Placement Advisory Council was formed, it has not functioned as had been hoped.

Naturally, there are some faculty of the college who are genuinely interested in their students and take an active part in sharing job information as well as other useful material. On the other hand, as in most schools, there are those who merely put in their required classroom and office time and do not seek to be alert to job openings or any other opportunities which might benefit their students. Where faculty members have been actively involved in parts of the placement process, such as visits to employers, the results have been encouraging. The arrangements for such faculty utilization have usually been initiated by the Placement Counselor.

Placement and Career Development

During the past year the Placement Counselor has done career development counseling with students and alumni, as well as some residents of the county who have not attended the college but had heard of the Placement Service. Such counseling usually involves a process of self-assessment using a tool called the "Personal Inventory." It may also include use of measurement techniques, such as the "Strong Vocational Interest Blank." There would then be some research and exploration of specific occupational areas compatible with the identified interests, talents and needs. Guidance in developing a résumé and other job hunting tools and techniques is usually given. Then, many times, specific job leads can be shared with the process rounded out when the prospective employee shares with the counselor a report of how the job search progressed and its final outcome. Such counseling can be very gratifying as the client's progress is observed and the joy of his success is shared. Naturally, such counseling can be quite time consuming when the process is adequately completed. Career development counseling could, and perhaps should, be shared by additional staff members. Middlesex County College does provide a Career Development Counselor in addition to a Job Placement Counselor. However, the two attempt to work closely together and be mutually supportive. For example, the occupational and career information library is maintained as a joint venture. Other decisions affecting both areas are also made jointly.

Plans for the coming year include development of a career lab which will contain printed and electronic occupational resources. Also, there are plans for courses in career development for various individuals who are at similar levels of occupational and educational planning and are seeking guidance and counseling. Here again the Placement Counselor will cooperate with other staff members in developing and conducting such group experiences.

Facilities

In addition to the individual counseling offices and the occupational information library located in the college counseling center, the placement program has required the use of several other college facilities. The amphitheater in the Health Technologies Building, with its special audio-visual equipment, was used for group presentations during the Job Placement Preparation sessions with Mr. Ray Ziegler. The small group sessions conducted as part of the same program required the use of seminar rooms. When the on-campus job interviews were conducted, study-seminar rooms in the Learning Resources Center were utilized. It is anticipated that the Counseling Center will be expanded to include a group room so that some sessions can be scheduled there where the occupational and employment information would be most accessible when needed. Many colleges have developed a Placement Center where all placement groups, job interviews and counseling can be housed under one roof. However, the placement activities at Middlesex County College will undoubtedly have to use facilities outside the Counseling Center for the foreseeable future.

Follow-Up

There is an on-going follow-up process regarding job openings and placement of registered students and alumni. Much of this procedure is assigned to the Placement Technical Assistant, who utilizes the secretarial and work-study staff when necessary. It is reported by the Placement Counselor that, in addition to placements resulting from the on-campus recruitment program, there have been 44 employment offers (as of 6/20/72) made to seniors registered with the full-time job listing service. Twenty-seven (27) seniors have accepted offers made by employers listing jobs. Since October 1971, fifteen (15) alumni have been placed in job as a result of using the job listing service. Figures from previous years are not available to compare with the 1971-72 picture.

Following the on-campus interviews in the spring, there is a follow-up process which continues until complete information is gathered regarding all placements. This process may continue into the Fall due to late offers and decisions. As of 6/20/72 there had been 40 offers made to Seniors by employers who participated in the on-campus interviews. Thus far, twenty-five (25) seniors have accepted the offers. In Chapter IV (p. 79), there is a more detailed follow-up report on the 1972 On-Campus Recruitment program.

One follow-up technique used to gather information about student decisions regarding placement and transfer is the "Senior Questionnaire" which is circulated and collected during graduation rehearsal. In-complete questionnaires are followed up on the evening of graduation as the processional is forming, with some follow-up still required afterwards. For example, ~~a~~ few students were still being contacted by registered mail during the week of July 3rd when telephone contact attempts had failed.

An important follow-up procedure also utilized by the Placement Office this year was the questionnaire developed by this writer to measure subjectively the response of those who participated in the "Job Placement Preparation" phase. This questionnaire is produced on p. 81 of the present study, and its results are discussed in Chapter IV (pp. 80 f.).

Another informal follow-up procedure which has been utilized by the Placement Counselor is that of personal conversations with company personnel managers who volunteer information evaluating a new or established employee. Similarly, some graduate employees have provided verbal evaluations of the placement program and/or the position they accepted. Some feedback has come from faculty members who have shared information with the Placement Counselor. More extensive follow-up procedures are projected for the coming year.

CHAPTER IV

THE JOB PLACEMENT PREPARATION PHASE

The key element in the placement process at Middlesex County College during 1972 was the phase known as Job Placement Preparation. In a report to the College's Administrative Council submitted on April 17, 1972 the placement counselor, Mr. John Herrling began with an explanation of when and why this phase was devised. "In the Fall of 1971, when all indications pointed toward the conclusion that the job market would be very difficult for most of Middlesex County College's June graduates, the Placement Office decided to present a series of employment preparation seminars. The seminars were designed to assist the student in preparing the necessary materials and frame of mind for a job search in a tight labor market.' This statement clearly underscores the two goals of the employment preparation phase which preceded the on-campus recruitment emphasis.

An important ingredient in developing such an emphasis was a man named Mr. Ray A. Ziegler who directs the Placement Services at Dundalk Community College near Baltimore, Maryland. Contact with Mr. Ziegler was made in early September and he agreed to provide leadership for what I call the Job Placement Preparation phase, as well as consult with Mr. Herrling on its design. It was learned that Mr. Ziegler had a broad experience in the area of group guidance with job-seekers, both in the State of Oregon and in other places across the United States. While serving as the Director, Senior Worker Division, Oregon Bureau of Labor, Mr. Ziegler developed seminars for job seekers which are reported in two documents used as resources for the preparation phase.[1,2]

The Design

After consulting with Mr. Ziegler and the Director of Counseling, the Placement Counselor developed a design for the Job Placement Preparation phase which is outlined here and followed by an explanation of how the plan was carried out, including the basic content of each session. These were called the Employment Preparation Seminars.

Plan For Employment Preparation Seminars

A. Preparation of Seminar Leaders

B. Promoting the Program

C. General Divisional Sessions with Presentation by Ray A. Ziegler

D. Seminar Session I - Self Appraisal

E. Seminar Session II - The Current Job Market

F. Seminar Session III - Job Hunting Skills and Techniques

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[1] Ray A. Ziegler, "A Leader's Guide for Group Guidance in Creative Job Search Techniques,"(Copyright 1962) mimeographed.

[2] Ray A. Ziegler, "The 1330 Survey"--Creative Job Search Techniques Classes (CJST), Project ORE CAP 7048, (State of Oregon, Bureau of Labor, November 1, 1968).

A. Preparation of Seminar Leaders. The leadership for the seminars with seniors came from the college counseling staff, including this writer. Mr. Herrling, with the assistance of Mrs. Carol Taha, [illegible] the in-service preparation of the six counselors. This training was held during the two weeks prior to the arrival of Mr. Ziegler. The training sessions involved a run-through of the three seminars. This "dry run" included first a process of clarifying each step of the seminar plan. Secondly, all student hand-outs and overhead projector sheets were discussed. Thirdly, leadership techniques were demonstrated. Finally, each group leader had the opportunity to run through a session for practice.

The second main phase of counselor preparation occurred after the arrival of Mr. Ziegler. Since Mr. Ziegler was to make four presentations over two days (January 27 and 28) he requested to meet with the counseling staff from 5 p.m. to 9 p.m. on the evenings of January 26 and 27. This provided him with the opportunity to share his philosophy of "Job Search Techniques" and demonstrate the effectiveness of his approach. The demonstration was most vividly done through the use of video-tape interviews of individuals who had participated in group sessions to learn the techniques of job-seeking. As they explained their success in applying the job search skills they had acquired it was possible to confirm the value of Mr. Ziegler's approach. To provide further verification of the validity of his approach Mr. Ziegler was accompanied by a former group member who was in training as a counselor with Mr. Ziegler at Dundalk Community College. She enthusiastically confirmed the success of Mr. Ziegler's approach in guiding persons into a new future as they learned to set clear occupational objectives and utilize specific job search techniques.

B. Promoting the Program. The support of the students and staff of the college for the Employment Preparation Seminars was encouraged in several specific ways. First, the idea of the Preparation Phase was communicated to the faculty through divisional meetings. The cooperation of the faculty was solicited in order to have their assistance in encouraging student participation. In various ways and in varying degrees the faculty urged students to hear Mr. Ziegler and attend the seminars.

A poster was prepared by the counseling staff and sufficient copies were produced to cover the bulletin board locations on campus. Also the college newspaper Quo Vadis carried a descriptive article which encouraged student participation. A single page flier was also distributed to students announcing the program. In essence, all available channels of communication were utilized.

C. Presentation by Mr. Ray Ziegler. All seniors at Middlesex County College were initially invited to hear the keynote speaker at one of four presentations scheduled for January 27 or 28. Various curricula were grouped together to provide approximately the same size group at each session. Mr. Ziegler made a similar presentation to each group with some adaptations applicable to the particular curricular areas. Mr. Herrling and other counselors were in attendance to handle such details as introduction, lighting, and distribution of printed information.

Mr. Ziegler, utilizing movie screens, amplification, and television monitors in the amphitheater of the Health Technologies building, made a multi-media presentation. As he spoke he utilized illustrative slides to demonstrate such aspects as the concept of work, the earning capacity of persons with differing levels of education, the concept of developing a "life mosaic" by using a self-inventory, and how to locate the right kind of job in a tight labor market. In essence, Mr. Ziegler's presentation was designed to motivate the listeners to apply themselves to the task of learning and utilizing effective job search techniques. To illustrate what could happen to a person who put the techniques to work Mr. Ziegler showed a video tape which captured the success story of someone who had made use of such job search procedures. The basic kind of information Mr. Ziegler sought to communicate is illustrated in Appendix C.

At the initial session following Mr. Ziegler's presentation and a brief question--answer period, students were asked to sign up for Seminar Session I. A card which included twenty-four time blocks was circulated and students were asked to indicate a first, second and third choice of times they could attend Session I. In addition they were to provide their name, address, home phone, curriculum and Social Security number. The cards were then sorted into groups utilizing the first, second and third choices until groups of approximately twelve were formed. Students who registered for Session I were then informed by a postal card when and where their seminar group would meet.

D. Seminar Session I - Self-Appraisal. The twenty-four seminar sessions were conducted by five counselors who participated in the aforementioned training process. This writer was responsible for conducting five sessions of the first seminar.

The first session focused on presenting and critiquing good and poor demonstration interviews, as well as instructions for completing the "personal inventory". Personnel managers from eight local industrial firms participated in the demonstration interviews, with the counselor role-playing the interviewee. In the dry-run of a poor interview the counselor utilized such techniques as bad posture and poor eye contact, evidence of poor interview preparation such as unfamiliarity with his résumé and failure to answer the interviewer's questions concisely and accurately, as well as playing down his accomplishments or over-emphasizing his weaknesses. In the good interview the goal was to demonstrate self-confidence, definite goals, positive statements about the past, good posture and eye contact, and evidence of some familiarity with the interviewer's company and how it might utilize the training and abilities of the interviewee. There was an opportunity for discussion and questions following the mock interviews.

The latter part of Session I focused on the "personal inventory", a tool developed by Mr. Ray Ziegler for analyzing personal success and commendable accomplishments in previous employment, formal and informal education, unpaid positions and all play (extracurricular) activities from about age 13 to the present. The students were given seven questions to answer covering the four main areas just cited. The questions, as stated by Mr. Ziegler, are:

1. What things have I done to any degree of success?
2. What are those things for which I have been commended, for doing in an exceptional manner?
3. What jobs have I held? (Described in detail).
4. What kind of equipment can I operate?
5. What are the things that I really like to do?
6. What are the things that I dislike doing?[3,4]

The above six questions were followed by a seventh item in the material on the "personal inventory" given to the seminar participants. Designed to have the individual brain-

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[3] Ray A. Ziegler, "A Leader's Guide ...," op. cit., p. 6.

[4] Also cited in Ralph E. Burns and I. S. Hakanson, "Creative Job Search Techniques in Oregon's Community Colleges," (Paper given at American Personnel and Guidance Association, March 21, 1967), p. 6.

storm and list potential occupations which would utilize his talents, the statement read: "If I had my choice, I would choose the following type of job....." Each student was encouraged to complete the "personal inventory" before Session III, since this information would be the basic data for the résumé. Each student was then informed of the content of seminar Sessions II and III, both verbally and with a printed sheet which was distributed.

E. Seminar Session II - The Current Job Market. The second session provided students with information about job opportunities. Printed material was circulated and the overhead projector was utilized to provide up-to-date information on entry level positions in such fields as accounting, secretarial science, electrical technology, etc. Also comparative salary data from 1970 and 1971 was presented, along with names of the companies that had hired graduates in those years. Projections regarding the job market were used if such information was available, and students were shown the differential between entry positions and average salaries available to those with an Associate degree and a Bachelor degree. Such information (see Appendix D) offered a fairly optomistic picture to the prospective graduates. All of the above information except for that projected on the screen, was presented in a packet prepared for each curriculum.

The reality of the job market was communicated in another graphic way as alumni of the college made brief presentations in the appropriate curricular meeting. They had been asked to briefly describe their present position, the company, and their responsibilities. Also they were requested to talk about how relevant they felt their education and training at Middlesex County College had been for the job they took. This writer chaired the group for accounting and secretarial science students in which a female alumnus from each curriculum spoke of her job and how she felt about her educational preparation. The students present asked questions and the alumni did a commendable job providing information and answers.

Session II was concluded with reference to a handout entitled "Guidlines For Evaluation of Prospective Employers" and a reminder about Session III. Students were encouraged to complete the "personal inventory" before the third seminar session.

F. Seminar Session III - Job Hunting Skills and Techniques. The final seminar session, as stated earlier, was to be held after the student had time to prepare his "personal inventory". At the third session the student was assisted in beginning to prepare the necessary written materials for a successful employment search. This first involved an examination of the completed "personal inventory" before looking at the process of preparing a resumé. Students were encouraged to set a specific occupational objective and then build the résumé to support that objective. The students were given the handout entitled "Guidelines For Writing A Résumé " (see Appendix D).

Additional topics covered in Session III correspond to the other handouts found in Appendix D. They are: "Letter of Application," "The Job Application," "Interview Preparation," and "Middlesex County College Job Placement Services." The last item was cited at this point to underscore the Credential Service and Additional Sources of Employment Leads. In some seminar groups, where time had not run out, an opportunity was provided for students to role play a job interview to better prepare for the up-coming on-campus recruitment phase.

Sessions I, II and III were held between February 4 and February 15, with all four sections of Session II meeting simultaneously on February 8. The on-campus recruitment phase was scheduled to take place from February 22 through March 10 and the deadline for student registration for interviews was set at February 16. Students were therefore encouraged to complete their credentials information and develop a résumé before the interviews.

On-Campus Recruitment

The scheduling of interview time and space for the fifty companies planning to visit Middlesex County College was a task handled largely by the Placement Technician.

She prepared a folder for each company and guided students as they signed up for one or more interviews. The companies are listed in Appendix E, followed by a copy of the college Interview Form which students were encouraged to complete. If a student had not developed his own résumé then copies of the Interview Form were made from his original so he could hand a copy to each interviewer. This was an additional service of the Placement Office in an effort to help students secure employment following graduation.

Table 4 indicates by curriculum the total number of interviews scheduled with the employers, the results of the interview (positive, questionable or negative) as indicated by the interviewer, the number of students who did not appear for a scheduled interview, and the number of students who were interviewing. The total number of students not keeping appointments (17%) was a disturbingly high number.

It will be noted in Table 4 that there is no reference to students in the Health Technologies program. This is so because students in these curricula have typically had a large number of employment opportunities made available to them. The Placement Counselor cooperated with the Health Technologies staff in setting up a hospital recruitment program on April 10, 1972.

The figures in Table 5-A indicate by curriculum the weekly salaries reported by companies participating in

TABLE 4

ON-CAMPUS RECRUITMENT - 1972

CURRICULUM	TOTAL INTERVIEWS SCHEDULED	RECRUITERS IMPRESSIONS POS.	%	?	%	NEG.	%	NO SHOW	%	NO. STUDENTS INTERVIEWING
BUSINESS	336	162	61%	44	17%	60	22%	70	21%	90
Accounting	95	44	55%	19	24%	17	21%	15	16%	20
Marketing	46	21	70%	2	7%	7	23%	16	35%	12
Retailing	48	10	42%	2	8%	12	50%	24	50%	13
Secretarial Sci.	117	74	69%	12	11%	22	20%	9	8%	33
Hotel/Rest. Mgmt.	29	12	52%	9	39%	2	9%	6	21%	12
Job Horizons	1	1	100%	0		0		0		1
SCIENCE	96	45	53%	13	15%	27	32%	11	11%	17
Biological Tech.	54	24	52%	6	13%	16	35%	8	15%	10
Chemical Tech.	42	21	54%	7	18%	11	28%	3	7%	7
ENGINEERING	189	84	50%	29	17%	56	33%	20	11%	65
Computer Science	46	24	59%	4	10%	13	32%	5	11%	17
Electrical Tech.	59	27	51%	10	19%	16	30%	6	10%	21
Mechanical Tech.	58	25	45%	14	25%	17	30%	2	4%	11
Civil Tech.	25	8	42%	1	5%	10	52%	6	24%	15
Eng. Sci.	1	0		0		0		1		1
LIBERAL ARTS	23	11	61%	1	5%	6	34%	5	22%	8
TOTALS	644	302	56%	87	16%	149	27%	106	17%	180

on-campus recruitment. In most cases the number (N column) of participants reporting salaries is so low that the average salary has little validity. Therefore, the actual salary offers reported by students in May, June and July, shown in Table 5-B, give a more accurate picture.

The Placement Counselor also reported in Table 6 the number of companies interested in each curriculum, the number cancelling interviews affecting each curriculum, the number of companies whose needs were inappropriate for that curriculum, the actual number and the titles of the positions for which they were recruiting. As evidenced by the statistics, the three curricula most in demand were accounting, secretarial science and chemical technology.

The campus interview is used by most employers as a screening device whereby selected applicants are referred to the company offices for more extensive evaluation. Usually there are no specific offers made in the initial interview. It is normal practice for company recruiters to be highly selective, particularly when the positions to be filled at that moment are few in number. It is also typical, however, for a recruiter to be sensitive to nervousness and lack of skill in interviewing on the part of the students. Most interviewers commented to the Placement Counselor how impressed they were by the high level of preparation many students exhibited. This was taken as an

TABLE 5

STARTING SALARIES FOR 1972 MIDDLESEX COUNTY COLLEGE GRADUATES

5-A

Salaries (Weekly) Reported by Companies Participating in 1972 On-Campus Recruitment

5-B

Actual Weekly Salaries of 1972 Graduates Including Companies Recruiting on Campus

	5-A			5-B		
CURRICULUM	(N)	RANGE	AVERAGE	(N)	RANGE	AVERAGE
BUSINESS						
Accounting	12	$104-$155	$132	11	$125-$202	$159
Marketing	3	$144-$163	$152	10	$100-$160	$126
Retailing	4	$138-$163	$144	6	$115-$138	$127
Sec. Sci.	14	$107-$138	$121	22	$100-$148	$120
Hotel & Res. Mgt.	4	$145-$173	$157	2	$109-$120	$114
SCIENCE						
Bio. Technology	5	$123-$140	$133	4	$120-$167	$140
Chem. Technology	6	$132-$140	$136	5	$125-$162	$144
ENGINEERING						
Computer Sci.	3	$106-$145	$121	12	$112-$202	$156
Electrical Tech.	5	$138-$171	$151	12	$100-$202	$141
Mechanical Tech.	4	$145-$150	$148	6	$110-$154	$140
Civil Tech.	1	$150	$150	8	$120-$231	$172
LIBERAL ARTS	2	$145-$149	$147	25	$78-$162	$114

TABLE 6

1972 ON-CAMPUS RECRUITMENT AT MIDDLESEX COUNTY COLLEGE

COMPANIES AND POSITIONS

	Number Originally Scheduled	Number Canceling	Number Inappropriate	Actual Number	Positions
BUSINESS					
Acct.	25	5	4	18	Jr. Accountants Credit & Bid Correspondent Acct. Trainee Acct. Clerk
Mkt.	14	2	1	11	Mgmt. Trainee Executive Trainee Reservation Agent
Ret.	12	2	2	8	Executive Trainee Retail Mgmt. Trainee
Sec. Sci.	20	2	0	18	Secretary Stenographer Clerk Typist
HRM	6	0	0	6	Restaurant Manager Trainee Food Service Manager

TABLE 6 (Continued)

1972 ON-CAMPUS RECRUITMENT AT MIDDLESEX COUNTY COLLEGE

COMPANIES AND POSITIONS

	Number Originally Scheduled	Number Canceling	Number Inappropriate	Actual Number	Positions
ENGINEERING					
CS	6	0	0	6	Jr. Programmer Data Control Clerk Computer Operator
ET	7	0	1	6	Engineering Asst. Customer Service Rep. Production Test Tech.
MT	9	2	0	7	Engineering Asst. Draftsman
CT	4	1	0	3	Civil Engr. Asst.
SCIENCE					
Bio. Tech.	9	1	0	5	Lab Technician
Chem. Tech.	15	2	0	13	Lab Technician Chem. Technician Quality Control Tech. Research Tech.
LIBERAL ARTS	12	2	0	10	Mgmt. Trainee Reservation Agents

indication that the efforts at pre-interview employment preparation had paid off. Recruiters were also impressed with the academic preparation of students.

Luncheons were scheduled each day of the On-Campus Recruitment phase so that faculty members would have the opportunity to meet recruiters and discuss particular curricula and employment opportunities. Also, particular students were usually mentioned by the recruiters as they sought to get further indications of qualifications. The recruiters also offered their evaluation of the students. Most recruiters appreciated the luncheon meeting with the faculty and even commented that they had not experienced this practice on other campuses. As of June 20, 1972 the placement of students interviewed during late February and early March is summarized in Table 3 (p. 47) which shows 285 placements, including 70 positions in the Division of Health Technologies. This means that placements related to areas of on-campus recruitment numbered 215 on June 20, 1972.

A more up-to-date evaluation of placement success in 1972 is illustrated in Table 7. It should be noted that in 1971 a total of 149 students were placed which is 30% of the Class of '71 (502) while this year there were 229 placements or 40% of the Class of '72 (577), a ratio gain of 10%. The actual number gain was 80 or an increase of 53% over the preceding year. Such a significant increase may well indicate the overall success of the placement efforts, especially the employment preparation phase.

TABLE 7

COMPARISON OF GENERAL PROFILES

CLASS OF 1971 AND CLASS OF 1972

(INTERIM REPORT - JULY 13, 1972)

	GRADUATES		JOB PLACEMENT				COLLEGE TRANSFER			
	1971	1972	1971		1972		1971		1972	
CURRICULUM			N	%	N	%	N	%	N	%
ACC	27	44	6	22	18	41	14	52	22	50
MKT	94	57	29	31	22	39	52	55	24	42
RET	0	16	0	0	8	50	0	0	5	31
SS	33	35	17	51	23	66	6	18	3	9
HRM	16	15	6	38	7	47	5	31	3	20
BUSINESS TOTAL	170	167	58	34	78	47	77	45	57	34
BIO	23	14	6	26	4	29	12	52	2	14
CHEM	5	9	0	0	6	67	5	100	2	22
SCIENCE TOTAL	28	23	6	21	10	44	17	61	4	17
NE	60	52	48	80	40	77	4	7	0	0
DH	0	22	0	0	15	68	0	0	2	9
REHAB	21	18	5	24	6	33	9	43	5	28
XR	0	13	0	0	0	0	0	0	2	15
HEALTH TOTAL	81	105	53	65	61	58	13	16	9	9
LIBERAL ARTS	159	174	15	9	33	19	120	75	116	67
LIBERAL ARTS SCI.	0	10	0	0	1	10	0	0	9	90
ET	20	29	3	15	14	48	11	55	10	35
MT	17	15	5	29	6	40	9	53	4	27
CT	0	14	0	0	9	64	0	0	4	29
CS	26	34	9	35	17	50	8	31	9	27
ES	1	6	0	0	0	0	1	100	6	100
ENGINEERING TOTAL	64	98	17	27	46	47	29	45	33	34
TOTAL	502	577	149	30%	229	40%	256	51%	228	40%

MEASURING THE EFFECTIVENESS OF PLACEMENT PREPARATION

The placement gain in 1972, compared to 1971 (see Table 7), clearly indicates a better placement record this year than was accomplished last year. An assumption of the counseling services staff is that the Job Placement Preparation phase was the key reason for this obvious success. This would support the assertion made earlier that better preparation of the job-seeking seniors of the college would result in their more successful placement.

The Questionnaire

To measure the effectiveness of the Job Placement Preparation Seminars this writer designed the questionnaire which appears on the following page. This questionnaire was sent with a covering letter and a stamped, addressed return envelope to the 276 students who attended the session of Mr. Ray Ziegler and filled out the Session I sign-up card. The questionnaire asked for some basic personal information, while preserving anonymity since a student was not required to state his name. Each respondent was then asked to evaluate each session he attended by rating key aspects of the session as "Very Helpful," "Moderately Helpful," "Of Little Help," or "Of No Help." Item 27 on the questionnaire asked for specific suggestions for improving future Job Placement Preparation Seminars.

PARTICIPANT EVALUATION OF JOB PLACEMENT PREPARATION SEMINARS
MIDDLESEX COUNTY COLLEGE Jan. 27-Feb. 15, 1972

Instructions: Please complete the Personal Information section and answer each question about the specific seminar sessions you attended.

Questionnaires mailed = 276

A. Personal Information Results for 64 complete responses or 23.1%

1. Curriculum:

a.	5	LA	d.	9	Acct.	g.	1	HRM	j.	14	CT	m.	4	MT
b.	1	LA Sci.	e.	6	Mkt.	h.	8	CS	k.	6	ET	n.	0	NE
c.	1	LA Bus.	f.	7	Soc.Sci.	i.	0	ES	l.	0	LT	o.	2	RT

Total 64

2. I am: a. 43 single; b. 12 married; c. 0 separated; d. 1 divorced no answer = 4
3. Upon graduation I plan to:
   a. 39 work full-time
   b. 2 enter military service
   c. 21 attend school full-time
   d. 15 attend school part-time
   e. 1 work part-time
   no answer = 1

B. Presentation of Mr. Ray Ziegler in HT Amphitheater

Item to Evaluate:	RESPONSE (Circle appropriate number) Very Helpful	Moderately Helpful	Of Little Help	Of No Help
4. Total presentation	20 1 20	38 2 76	4 3 12	0 4 0
5. Advice to select a job you will enjoy	14 1 14	34 2 68	10 3 30	3 4 12
6. Concept of "selling your skills"	38 1 38	20 2 40	2 3 6	1 4 4
7. Idea of knowing your "life mosiac"	15 1 15	29 2 58	15 3 45	2 4 8
8. Idea of doing a "personal inventory"	28 1 28	24 2 48	8 3 24	1 4 4
9. Emphasis on a well-developed resume	42 1 42	13 2 26	4 3 12	2 4 8
10. Point that a person can be "underemployed"	16 1 16	34 2 68	9 3 27	2 4 8
	173	384	156	44
C. Session One - Demonstration Interviews and Distribution of Personal Inventory				
11. Demonstration interviews	29 1 29	26 2 52	5 3 15	0 4 0
12. Participation of "industrial representative"	31 1 31	24 2 48	6 3 18	0 4 0
13. Instructions for completing "personal inventory"	19 1 19	30 2 60	11 3 33	1 4 4
	79	160	66	4
D. Session Two - Information About the Job Market and Experience of Past Graduates				
14. Job Market Information	19 1 19	19 2 38	10 3 30	2 4 8
15. Alumni presentations	14 1 14	14 2 28	16 3 48	5 4 20
Rate the "Handouts" as follows:				
16. Comparative Salary Date - 1970 & 1971	17 1 17	18 2 36	13 3 39	2 4 8
17. Entry Level Positions	14 1 14	25 2 50	9 3 27	3 4 12
18. Names of companies hiring for each curriculum	18 1 18	22 2 44	9 3 27	2 4 8
19. Salary ranges paid by various types of employers	15 1 15	27 2 54	6 3 18	2 4 8
20. Bachelor degree vs. Associate Degree salaries & positions	17 1 17	22 2 44	9 3 27	1 4 4
	114	294	216	68
E. Session Three - Discussion of Personal Inventory, Resume Preparation, The Job Application and Interview Preparation				
21. Reviewing the "Personal Inventory"	13 1 13	16 2 32	8 3 24	1 4 4
22. "Guidelines for Resume Preparation"	26 1 26	10 2 20	3 3 9	0 4 0
23. "Guidelines for Letter of Application Preparation"	17 1 17	15 2 30	6 3 18	0 4 0
24. "Guidelines for Completing the Job Application"	16 1 16	16 2 32	5 3 15	1 4 4
25. "Role Playing of Job Interview" (if done)	12 1 12	12 2 24	2 3 6	1 4 4
	84	138	72	12

26. If you attended Session I but not Session III, please check the appropriate reason below:
   a. 0 I was ill
   b. 6 I wasn't interested
   c. 1 I didn't need the help
   d. 2 I forgot the time
   e. 4 I hadn't done the "Personal Inventory"
   f. 8 I had a conflict
   g. 6 Other

27. Please make specific suggestions for improving the future Job Placement Preparation Seminars. (Use back of sheet)

22 responses offered.

Number of Responses in BLUE or Left Column under each category
Weighted totals in RED or Right column.

Number of Responses. A period of approximately four weeks elapsed between the mailing out of the questionnaire and the final tabulation of responses. Out of 276 students contacted there were 64 complete responses which represents 23.1 per cent of the participants. Of the 64 complete responses, there were 22 respondents (about one-third) who took time to attach evaluative comments, as well as rate the sessions attended. In terms of attendance at the four sessions, the responses indicate that while 61 attended Mr. Ziegler's Presentation and Session One, only 51 (79%) attended Session Two and just 38 (59%) returned for Session Three. This corresponds to the noticable drop in attendance between Session One and Three observed by the seminar leaders. The discrepancy between 64 and 61 reflects the fact that three respondents only evaluated some of the handouts they had secured and not the sessions.

Curricula Represented by Respondents. It is significant that the largest curricular groups indicated in the responses correspond to the groups which have the highest placement level. The percentages of respondents by curriculum are reported in Table 8. The curricula are Civil Technology, Accounting, Computer Science and Secretarial Science.

TABLE 8

LARGEST RESPONSES ON QUESTIONNAIRE BY CURRICULUM

Curriculum	"N" (64 total)	Percentage (64=100%)
Civil Technology	14	21.8%
Accounting	9	14.0%
Computer Science	8	12.5%
Secretarial Science	7	10.9%

It can be reported that these same four curricular groups had a very high level of placement. The breakdown in Table 9 is used to determine what percentage of the graduates seeking employment were successful as of July 13, 1972. The percentage is computed by adding columns (b), (c) and (d) and dividing the total into column (b). The number placed and percentage follows each curriculum.

Curriculum	No. Placed	No. Seeking Jobs	Percentage
Civil Technology	9	9	100%
Accounting	18	21	86%
Computer Science	17	23	74%
Secretarial Science	23	30	77%

Comparing the above data with that of Table 8 suggests several things. First the 100% placement of Civil Technology students closely corresponds to their 100% participation (all 14 students) in the preparation seminars. Such a high

TABLE 9
GENERAL PROFILE - CLASS OF 1972
(INTERIM REPORT - JULY 13, 1972)

CURRICULUM	(a) GRADUATION TOTAL	(b) PLACED IN JOB	(c) SEEKING EMPLOY-MENT	(d) SEEKING EMPLOY. SEPT.	(e) COLLEGE TRANSFERS	(f) AWAITING COLLEGE ACCEPTANCE	(g) P/T COLLEGE P/T EMPLOY.	(h) POST GRAD. INTERNSHIP	(i) OTHERS AND UNCLASSIFIED *
ACC	44	18	2	1	22	0	0	0	1
MKT	57	22	4	2	24	0	3	0	2
RET	16	8	1	0	5	0	0	0	2
SS	35	23	2	5	3	1	0	0	1
HRM	15	7	1	1	3	0	1	0	2
BUSINESS TOTAL	167	78	10	9	57	1	4	0	8
BIO	14	4	5	2	2	0	0	0	1
CHEM	9	6	0	0	2	0	0	0	1
SCIENCE TOTAL	23	10	5	2	4	0	0	0	2
NE	52	40	1	0	0	0	7	0	4
DH	22	15	4	1	2	0	0	0	0
REHAB	18	6	5	1	5	0	0	0	1
XR	13	0	0	0	2	0	1	10	0
HEALTH TOTAL	105	61	10	2	9	0	8	10	5
LIBERAL ARTS	174	33	10	2	116	1	5	0	7
LIBERAL ARTS SCI.	10	1	0	0	9	0	0	0	0
ET	29	14	5	0	10	0	0	0	0
MT	15	6	3	1	4	0	0	0	1
CT	14	9	0	0	4	0	0	0	1
CS	34	17	6	0	9	0	1	0	1
ES	6	0	0	0	6	0	0	0	0
ENGINEERING TOTAL	98	46	14	1	33	0	1	0	3
TOTAL	577	229	49	16	228	2	18	10	25

*Other - 3 military service; 4 full-time homemaker; 1 travel; 3 plan to attend college full-time in January 1973; 2 plan to seek employment in 1973. Unclassified - 3 presently undecided; 3 moved out of the state; 1 moved out of the country; 5 no information available.

level of response was undoubtedly prompted by strong faculty support of the placement preparation phase. All other curricular groups show a 25 per cent or lower response on the questionnaire. Assuming that each group participating in the Job Placement Preparation sessions submitted questionnaire responses in proportion to 23 per cent of the total, then presumably a very high percentage of students in the other curricula also attended one or more of the sessions.

A second conclusion drawn from a comparison with Table 8 is that there is a high positive correlation in four curricula between attendance at the placement preparation sessions and success in securing employment.

Under the "Personal Information" category on the questionnaire it is noted that 43 of the 64 respondents (67%) were single and 39 of the 64 (60%) planned to seek full-time employment upon graduation. However, another 32.8 per cent (21 of 64) who responded to the questionnaire planned to continue full-time college work upon graduation. Most of these students could probably see the value in gaining employment preparation assistance for later use.

Response to Mr. Ziegler's Presentation. Most of the sixty-one respondents rating the session found Mr. Ziegler's presentation to be either "very helpful" or "moderately helpful". From the weighted responses to Part B of the questionnaire, item 9 was rated highest under "very helpful" category. The "emphasis on a well-developed résumé" was a key thrust of the speaker as he demonstrated the important function of that document in the job search. Closely related to the "well-developed résumé" is the "concept of selling your skills" (item 6) which scored next on the "very helpful" scale. Third in the ratings under "very helpful" is item 8 on "personal inventory". In the process of preparing an effective résumé it is important to first complete a "personal inventory". Other items highly rated as "moderately helpful" dealt with "advice to select a job you will enjoy" (item 5), "the point that a person can be underemployed" (item 10), and the "idea of knowing your life mosaic" (item 7).

Evaluation of Session One. The first seminar session, focusing on the job interview and the "personal inventory", was quite well attended. The questionnaire respondents gave the highest rating under "very helpful" to the "participation of the industrial representative" (item 12) with the "demonstration interviews" (item 11) rated slightly lower. The industrial representative participated in the demonstration as the interviewer. Combining the "very helpful" and "moderately helpful" ratings the "demonstration interview" was considered slightly more useful than the other two items. However, the weighted totals--81, 79 and 79 respectively for items 11, 12, and 13--vary only slightly. Thus the difference can be considered insignificant.

Evaluation of Session Two. Attendance at the second seminar, which consisted of four large group meetings with the breakdown by curriculum, was somewhat lower than that at session one (50 compared to 61 in the sample). The job market information (item 14), which was in the form of handouts and data projected on a screen, was rated most helpful compared to the alumni presentations. A significant number (21 students) rated the alumni presentation as being of little or no help.

Of the handouts, those items topping the list as most helpful were item 19--"Salary Ranges Paid by Various Types of Employers," item 17--"Entry Level Positions," and item 18--"Names of Companies Hiring for Each Curriculum."

Evaluation of Session Three. The item which was rated highest by the sample of 38 respondents was, not surprisingly, the handout concerned with "Guidelines for Résumé Preparation" (item 22). In terms of combined weighted rating of the most helpful items at session three, however, items 24, 23, 22 and 21 scored highest in that order. At the top was the handout on "Guidelines for Completing the Job Application." The relative rating scores are so close together, however, that the difference between the importance of these items is negligible.

For a variety of reasons 40.6 per cent of the respondents didn't attend session three. This writer included item 26, on reasons for not attending session three, in an effort to determine whether or not the task of completing and discussing the "personal inventory" had discouraged participation. The questionnaire results do not affirm or deny that tentative hypothesis.

In terms of total evaluation of the Job Placement Preparation Seminars, a high percentage of respondents to the questionnaire rated the sessions as very helpful or moderately helpful. The percentages rating Sessions One, Two and Three as helpful to very helpful were 87%, 74% and 85% respectively.

Suggestions For Improving Future Seminars. Twenty-two respondents to the questionnaire attached comments to their returned evaluation sheet. Several of these suggestions are worthy of mention. The most prevalent response emphasized the fact that both secretarial science and retailing students had already been given guidance in such things as résumé preparation in their regular classes. Coupled with this was the suggestion that the placement preparation be included in the regular curriculum. One student criticized the fact that the seminars were held after class hours, and two others registered negative comments because they felt the sessions were too long and the process too demanding. Several student respondents suggested that the greatest effort be focused on résumé preparation, and that sample résumés be distributed. Two students pleaded for more homogenous groupings by curriculum. And, while one student admonished the leadership for overexaggerating the problem of finding suitable employment, two other students encouraged a greater emphasis on being truthful about the difficulty the two-year college graduate has getting a position in the business world. In essence, the bulk of the suggestions recommended only a few minor changes in the employment preparation phase of the placement program.

PROJECTED CHANGES IN THE PLACEMENT PREPARATION PHASE

Now that the 1971-72 academic year has ended at Middlesex County College and the Placement Counselor has reviewed the evaluations of the Job Placement Preparation phase, as well as other aspects of the placement program, the following changes are projected for 1972-73. The employment preparation seminars will be expanded somewhat, with emphasis upon the timing and availability of the sessions.

Freshman Placement Orientation Seminar

To begin with there will be a new seminar in December entirely directed to the freshman class. This new undertaking, produced in coordination with the Transfer Counselor, will present to the freshmen an opportunity to share the experiences of the two-year graduate who obtains employment immediately upon graduation, the graduate who transfers to a four year college and subsequently the transfer graduate of the four year college. The seminar will focus on the advantages and disadvantages of each path to assist the freshmen in making an intelligent decision regarding transferring and/or employment. Participants will be alumni representing each of the above categories. The need for this seminar has been observed by the Transfer and Placement Counselors in discussions with faculty and students. As one can see, this use of alumni had been one aspect of the previous senior preparation seminars.

The three session pattern of the past year's employment preparation seminars for seniors will be adapted slightly to include an interviewing techniques seminar, a job hunting techniques and preparation seminar, and an alumni sharing seminar. The following information is based on the written projections of the Placement Counselor, Mr. John Herrling.

Alumni Seminar

The seniors will also have an opportunity to meet and hear from recent and older graduates of their own curriculum to learn the reality of the employment for which they have been preparing. The alumni speakers will be asked to relate their experiences in seeking and securing employment, as well as their employment experiences. Additional topics will include the relevancy and assistance provided by their college education, on-the-job training experiences, and the value of the two-year education as viewed by employers. An Informal discussion will follow the formal account.

Interviewing Techniques Seminar

The assistance in preparing for the On-Campus Recruitment interviews will be offered in February 1973. The focis of this seminar will be interview preparation, demonstration interviews, and interview role playing. Industrial personnel managers will again assist in the demonstration interviews. And, in addition to the live interviews, previously videotaped interviews will be used to add additional depth and variety to the session.

Upon completion of the demonstration interviews, the students will be assisted in doing employer research, question preparation, self-asset research, and anticipation of and preparation for employer questions. Additionally, the purposes and procedures of the on-campus interview will be explored. Remaining time will be devoted to the role-playing of various interview situations by the students.

Job Hunting Techniques Seminar

This seminar will take place in April and May to assist job-seeking seniors in preparing the written material necessary for job hunting (résumé and letter of application), learn job hunting techniques and employment sources, and assess the factors to be considered in a decision regarding an employment offer.

An employment sources booklet will be prepared for each curriculum. It will include information on employers who have listed job opportunities for past graduates (of that curriculum), potential employers based on the Placement Office's research, and salary data for the curriculum's graduates. Also to be included in the booklet is a curriculum-oriented sample résumé and letter of application.

Rationale For Changes in the Preparation Phase

The proposed 1972-73 Employment Preparation Seminars at Middlesex County College vary somewhat in format from their predecessors this year. First, they are to be held at times more advantageous to the student in his job search process. Second, the seminars will be organized divisionally and take place either during regular class hours or will be offered at staggered times during a one-week period. Third, they will be more responsive to student needs now that the first effort at placement preparation has been attempted and evaluated.

There will be an important missing ingredient next year to stimulate student interest and motivate them to work at the job search process. That ingredient is the person of Mr. Ray C. Ziegler. Naturally this source of motivation will rest upon the Placement Counselor and the faculty. Now that Mr. Ziegler has shown the way, the hope is that his insights and emphases can still be shared by these other persons.

A technique of communication to be used more extensively in the projected seminars is that of video-taping. The video playback equipment available at the College can be utilized to provide make-up sessions for any students who are prevented from attending the "live" sessions. The projected "Career Lab" in the Counseling Center will also provide new taped and written materials on occupational areas and positions. A microfiche reader and a portable video-taping unit are projected for future purchase and utilization.

Changes In On-Campus Recruitment

Projections call for a two-phase recruitment program on-campus in the Spring of 1973. In March the larger companies who do their recruiting only in the early months of the Spring semester, and who are able to project openings for June, will be scheduled to interview seniors. The program will be two weeks in duration.

In April and May there will be another on-campus recruitment phase to allow employers, who are unable to project openings more than four to six weeks ahead, to recruit seniors. This will be particularly advantageous to small employers and to employers hiring graduates of the Secretarial Science and Civil Technology programs. Seniors will be scheduled for interviews according to priorities set by the Placement Office. This will be particularly necessary where a large number of students wish to be interviewed by a limited number of employers.

As with this past year there are plans to hold faculty-recruiter luncheons during the on-campus interviewing periods. The luncheons will be scheduled in advance and coordinated with department chairmen to insure appropriate representation.

Also, in the coming year the Placement Counselor plans to place more emphasis on individual counseling sessions with each person registering with the Placement Office to assist the applicant, analyze his employment goals, review interview preparations, and describe Placement Office procedures.

One further projected project of the Placement Office is worthy of mention as it related to the placement of this year's graduates. With the goal of assisting the College and the Placement Office in evaluating academic and vocational preparation, a follow-up study of the June graduates who obtained employment will be conducted in October and November 1972. The study will focus on graduates of terminal programs and will attempt to evaluate employment successes, preconceived versus real perceptions of the working world, and an in-depth analysis of the relevancy of the graduate's experiences at Middlesex County College.

CHAPTER V

SUMMARY AND CONCLUSIONS

Placement Preparation Is the Key

This writer is convinced by the results of the 1971-72 program in Job Placement Preparation at Middlesex County College that such pre-interview preparation is the key to community college graduates securing suitable employment after their two-year course of study. It is difficult to dispute the data which shows the significant increase in placement success of the 1972 Middlesex County College graduates when compared with the 1971 graduates. All evidence points to the fact that graduating seniors were, on the whole, more successful than their predecessors of last year in securing good jobs. This is so largely because they had been assisted in being better prepared to sell themselves to the employer when they were interviewed. A comprehensive pre-interview preparation process included the "personal inventory," setting the job objective, preparing a résumé, and learning the techniques of being a good interviewee. Also included in the preparation were guidelines for completing the job application, writing the letter of application, and other employment search techniques. The seminar sessions, led by prepared counselors and involving industrial recruiters, provided the context for covering all the necessary steps leading to an adequately prepared job-seeker. The motivation and guidance given by Mr. Ray C. Ziegler contributed measurably to the success of this initial effort at placement preparation of seniors at Middlesex County College.

It has been shown in the Civil Technology curriculum that the degree of involvement of the faculty in the placement program can make a real difference. One way such involvement does provide a needed element is the encouragement and support the faculty can give to students during the job-search process. The securing of successful employment in today's tight job market is not easy. Students under the simultaneous pressures of completing their two-year college education and seeking employment are often likely to get discouraged and try to short-cut the job search process suggested by the Placement Office. Therefore, instructor and counselor support are often needed to motivate the students to do the necessary work to land the right job. Placement experts agree that the job search can be a full-time task if taken seriously. But the results of such diligence are often truly astonishing to the job-seeker who may sell his potential short. A key need in the placement preparation phase for the community college student is that the Placement Office staff "tell it like it really is" in the labor market. That means, at the least, convincing the job applicant that he needs to sell himself to the employer. And to sell himself he must know who he is and what he has to sell in the way of experiences and training.

Knowing oneself--in terms of successful educational and employment, as well as extracurricular, accomplishments--is the aim of completing the "personal inventory". The counseling staff at Middlesex County College, including this writer, has come to see the value of using the "personal inventory" as a tool in career counseling and the placement process. A self-assessment helps the student see how much he has going for him as he is evaluated in terms of what he can produce. In a very real sense the best way to measure future potential is to evaluate past performance. The common experience of persons who complete the "personal inventory" is that of being very surprised that they have accomplished so much which can be called successful. As a person completes his inventory he is involved in piecing together his "life mosaic" and thus seeing his whole personality for perhaps the first time. Such a process can have immeasurable benefits to anyone who completes it. After the "personal inventory," then, the setting of an employment objective and development of a pithy résumé becomes much easier. Basically the résumé is the interview getter and will answer the recruiter's principle questions even before they are verbalized.

Once the interview is underway the job-seeker is called upon to be a good listener and answer the interviewer's inquiries concisely and openly. The initial job interview, especially when on-campus and only about twenty-five minutes in length, is crucial for the interviewee. He either is screened out then or considered for further interviews which are usually at the company offices. Therefore, pre-interview preparation of the senior job-seeker is very important. A well-prepared interviewee will usually always be given further consideration over the person who lacks self-confidence and possesses few, if any, interviewing skills.

Employer Relations Must Be Cultivated

It is obvious that the response of only about 50 companies to the invitation to recruit on campus at Middlesex County College, when over 800 were invited, indicates a need for further cultivation of employers. The Placement Counselor projects a greater number of both industrial visits at the plant site and on-campus visits by employer representatives. This will call for greater cooperation on the part of the faculty of the terminal curricula. Department Chairmen need to work closely with the Placement Counselor. The observation of this writer is that Mr. Herrling has made, and will continue to make, every effort to establish a close working relationship with both the college staff and company personnel managers.

Measuring The Results of Placement

To adequately measure the results of the individual and group placement counseling efforts it is necessary to develop evaluation procedures not yet utilized. The Placement Counselor plans one kind of follow-up on June 1972 graduates in October and November 1972. They will be asked, among other things, to evaluate the placement process. Presently the only type of evaluation of the placement process is that of numbers of students employed and their reported beginning salary. Such a quick survey of graduates done at and shortly after graduation cannot adequately measure the effectiveness of placement efforts. In addition, unrecorded, occasional verbal feedback is insufficient. Therefore, this writer recommends a periodic follow-up process to provide both immediate and longer range feedback from graduates. Since Middlesex County College has now graduated its fifth class since 1968, it would be useful to begin a follow-up process to survey accomplishments of former graduates. Information on those who transfer and persist until the bachelor degree can be obtained from the upper level college, but such information is not as readily available from employers. However, an attempt to get employer evaluations of Middlesex County College graduates could also be made to provide further data for measuring the effectiveness of college preparation and placement.

A Final Comment

This study set out to describe the 1971-72 placement program at Middlesex County College and especially focus on the Job Placement Preparation phase. Having accomplished this goal, the writer feels compelled to state again his belief that the total placement program at this central New Jersey community college is both successful and comprehensive. It is a program of which Middlesex County College can be proud. And the former and future graduates of the college are the beneficiaries of a carefully designed and skillfully executed program which attempts to meet the specific needs of the individual student who seeks satisfying employment compatible with his academic preparation and personal objectives.

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APPENDIX B

Middlesex County College

EDISON, NEW JERSEY 08817 (201) 548-6000

(Sample Letter to Employers)

[redacted]

Middlesex County College is a two-year community college located in Edison, New Jersey. It was established in 1964 by the Middlesex County Board of Freeholders to provide the highly industrialized Central New Jersey community with a source of technical talent. The graduate of Middlesex County College is provided with the skills necessary to fill the void between the skilled craftsman and the high level professional. Our graduates have filled responsible positions in this area's pharmaceutical, chemical, electrical, mechanical, and computer industries in addition to independent enterprises.

Descriptions of the curriculums are enclosed to provide you with a vehicle for matching your employment needs with our graduates.

This year, as in the past, Middlesex County College is sponsoring an On-Campus Recruitment Program during February and March of 1972. I would like to invite you to participate in the program by indicating on the enclosed form those dates most suitable for you, and in addition, select those curricula whose students you wish to interview. Please return the completed form by December 1, 1971.

In addition to the On-Campus Recruitment, and as a service to you, a job listing program will be in operation on a continuous basis. This program provides you with an opportunity to recruit students and graduates for both full-time and part-time positions by simply phoning in the opening descriptions and allowing us to attempt to match the opening with the background of the students and graduates listed with us.

I would welcome the opportunity to visit your facilities and discuss in depth the college, our students, and curriculums so as to initiate and explore a mutually beneficial relationship.

If you have any questions regarding the above, please feel free to call on me at any time at 548-6000 Ext. 286.

Sincerely,

John Herrling

John Herrling
Job Placement Coordinator

JH:ar

Enclosures

Middlesex County College

EDISON, NEW JERSEY 08817 (201) 548-6000

This letter is written in confirmation of your scheduled recruitment visit to Middlesex County College on

You will be informed of the total number of students on your schedule three days prior to your visit. A full schedule would begin with a 9:20 a.m. or 9:30 a.m. interview and end by 5 p.m.

Enclosed are maps to help you in locating Middlesex County College. You may park in Parking Lot 3 or 7 in the areas designated for visitors.

If you are interested in seeing a particular faculty member or someone from a particular department while you are on campus, please let us know before your visit so that we may be able to arrange the appointment for you.

We appreciate your interest in our graduates and look forward to meeting you.

Sincerely,

John R. Herrling

John R. Herrling
Job Placement Coordinator

JRH:ar
Enclosures

B4

COUNSELING SERVICES
Placement Office
MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817
(201) 548-6000 Ext. 286

REQUEST FOR RECRUITMENT DATES

Company ______________________________

Address ______________________________

Person requesting the recruiting schedule:	Title	Phone

Recruiter or recruiters responsible for visit:	Title	Phone

1972 Recruitment Dates: February 22, 23, 24, 25, 28, 29, March 1, 2, 3, 6, 7, 8, 9, 10. Dates preferred: First Choice __________ Second Choice __________

Type of schedule desired, check one: __________30 minutes, __________20 minutes

Check the curricula whose students you wish to interview

- ☐ Chemical Technology
- ☐ Biological Technology
- ☐ Electrical Engineering Tech.
- ☐ Mechanical Engineering Tech.
- ☐ Civil Engineering Tech.
- ☐ Computer Science
- ☐ Liberal Arts - Science
- ☐ Liberal Arts
- ☐ Accounting
- ☐ Marketing
- ☐ Hotel-Restaurant Management
- ☐ Secretarial Science
- ☐ Rehabilitation Assistant
- ☐ Retail Management and Merchandising

If you are interested in interviewing students from several curricula and plan to send more than one interviewer, please indicate the curricula that each interviewer should have on his schedule. If no preference is stated, students in the curricula you have indicated will be allowed to sign up on any of your schedules.

____

____

Number of recruiters you plan to send __________

Separate interview schedules will be arranged for each recruiter you send.

Please return this form by December 1, 1971.

COUNSELING SERVICES
Placement Office
MIDDLESEX COUNTY COLLEGE

Company ____________________

Please indicate the nature of openings you hope to fill. This information will be given to students prior to your visit.

Please return this form by December 1, 1971.

MIDDLESEX COUNTY COLLEGE ASSOCIATE DEGREE PROGRAMS

Business Technologies

A common first year provides each of the business technology students with an in-depth orientation to the business world. Business organization and management, business mathematics, business law, and accounting are examples of this first year's course work.

Accounting Option

Provides the future accountant with further orientation to the business world through courses in economics and advanced business law in addition to an advanced accounting curriculum. A total of 27 hours of accounting includes accounting systems and procedures, cost accounting, intermediate accounting and tax accounting.

Marketing Option

Provides students with both theoretical and practical knowledge of marketing fundamentals, including product planning, pricing, channels of distribution and promotion. Graduates of this option are qualified for responsible positions in advertising, selling, distribution, transportation packaging and product management.

Secretarial Science Program

Designed to provide the student with a broad range of subject matter which allows the development of typing, shorthand, and office machine skills and to provide valuable insights into the humanities, arts and sciences, and the business world. The program develops oral and written communication and the abilities, self-confidence and maturity necessary for executive secretarial positions.

Marketing Art and Design Program

Provides unique, career-directed education which combines art, photography and graphic arts with business and general education. Options in either commercial photography or graphic arts. Emphasis on "hands-on" experience to develop both creative ability and mechanical skills. Fully equipped laboratories provide students with experience on the latest art and photography equipment.

MIDDLESEX COUNTY COLLEGE ASSOCIATE DEGREE PROGRAMS

Engineering Technologies

Electrical Engineering Technology

Emphasizes the understanding of both the skills and the theory of the field of electronics and electrical engineering. Through laboratory work, students become proficient in the use of basic electronic equipment. Basic courses include circuits, digital computation, and advanced math and physics. Advanced courses include electromagnetic devices, automatic control, manufacturing processes and microwave principles. Graduates have been employed as technicians (research, production, operations, communications), engineering aides, technical sales representatives, and customer engineers.

Program accredited by the ECPD

Computer Science

Develops knowledge and understanding of business and scientific information processing systems in addition to the operational skill necessary to control computer systems. Additional emphasis on developing problem solving skills in system design and analysis. Graduates have been employed as junior programmers, data processing analysts, systems analysts and computer operators, as well as technical assistants to engineers and business managers.

Mechanical Engineering Technology

Emphasizes the methods, techniques, and principles of mechanical engineering. Basic courses include engineering materials, engineering graphics, statics and dynamics, and advanced math and physics. Advanced courses include thermodynamics, material strengths, fluid mechanics and mechanisms. Graduates have been employed as technicians (development, production, machine design, tool design, quality control, precision measurements, material testing), research aides, and technical sales representatives.

Program accredited by ECPD

Civil Engineering Technology

Develops skills in drawing, design and surveying. Basic courses include architectural drawing, surveying, material strengths and advanced math and physics. Advanced courses include engineering economy, fluid mechanics, reinforced concrete design, steel design and soil mechnics. Employment opportunities include construction inspector and supervisor, surveyor, structural designer and draftsman, steel and reinforced concrete detailer and materials tester.

MIDDLESEX COUNTY COLLEGE ASSOCIATE DEGREE PROGRAMS

Scientific Technologies

A common first year of course work provides the scientific technology student with a foundation in chemistry, biology, mathematics and general education.

Biological Technology - Amplifies the student's knowledge and practical skills in anatomy, physiology, histology and laboratory instrumentation. Specific training includes: Study and handling microorganisms, histological techniques, animal handling. Experience in operating and analyzing data from a variety of instruments including: infrared, visible and ultraviolet spectrophotometers, gas chromatographs, refractometers, microtomes and microscopes.

Graduates have been employed as laboratory technicians in pharmaceutical firms, hospitals, universities and federal and state laboratories.

Chemical Technology - Broadens the student's knowledge and practical skills in chemistry, chemical engineering, statistics and economics. Special training includes: Operating and analyzing data from a variety of instruments including: digital readout balances, triple beam balances, pH meters, infrared, visible and ultraviolet spectrophotometers, gas chromatographs, atomic absorption instruments, polarographic instruments and differential thermal analysis instruments. Experience in separation techniques such as paper, column, thin layer chromatographs, fractional and vacuum distillation. Experience with the slide rule and desktop computers.

Advanced course work includes instrument analysis, organic chemistry and chemical engineering. Graduates have been employed in analytical testing, quality control, research and development, pilot plant and production techniques.

Environmental Science - Provides the student with knowledge in environmental microbiology, water and wastewater treatment, community sanitation, public health administration, sanitary chemistry and technical graphics.

Specific skills developed include: solution preparation, "standard method" determinations including turbidity, pH, alkalinity hardness, chlorine, fluoride nitrogen, dissolved oxygen and B.O.D.; sampling techniques used with particulate and gaseous pollutants including use of high volume samplers, bubblers, inpinger wet test meter, rotometer, and fluorometers; and an understanding of the principles of sanitation in the areas of communicable disease, water treatment and protection, air pollution and its control and treatment and disposal of human wastes.

MIDDLESEX COUNTY COLLEGE ASSOCIATE DEGREE PROGRAMS

Liberal Arts

Although Liberal Arts is primarily a transfer curriculum so that most of these students transfer to a senior college, some Liberal Arts students are interested in immediate employment; these students possess a variety of skills giving them distinct verbal, writing, and personal capabilities enabling them to make a positive contribution to education, business, and industrial institutions,

APPENDIX D

MIDDLESEX COUNTY COLLEGE

JOB PLACEMENT SERVICES

Information and assistance for job hunting is provided through the Job Placement Service of the Counseling Center located in Center IV. A variety of free programs and services are available.

ON-CAMPUS RECRUITMENT PROGRAM

An annual On-Campus Recruitment Program is arranged for seniors early in the second semester. This program serves a variety of purposes for both the student and the potential employer. For the student, it affords a chance to become familiar with a number of companies, to compare the opportunities and benefits that each has to offer and to weigh the advantages and disadvantages of various types of work.

Typically, employers use the campus interview as an initial screening device to select applicants who are subsequently invited to the employer's site for further interviews. A decision is then made about offering a student a specific position within the company.

JOB LISTING SERVICE

The Job Listing Service is designed to provide students with part-time and full-time employment opportunities throughout the year on a continuous basis. Area companies are encouraged to list specific openings for full-time employment particularly during the May through September period. As openings are listed with the Placement Office, students and graduates who have registered with the Office are informed of the openings. All students seeking full-time employment are advised to register for this service.

EMPLOYMENT PREPARATION SEMINARS AND SESSIONS

A series of seminars are held prior to the On-Campus Recruitment Program to assist students in preparing for the employment interviews and their job hunting campaign. Additional assistance in interview preparation, resume preparation and other areas related to job hunting techniques are available.

CREDENTIAL SERVICE

All students are encouraged to complete materials for a Credential File. These include a personal data information form, letters of recommendation from faculty members or former employers, and a listing of completed courses. (Official transcripts are requested from the Registrar's Office.)

Upon written request of the student, a copy of the file will be sent to prospective employers. Credentials provide immediate information that aid employers in their evaluation of you as a prospective employee. It is not only useful in your initial employment search, but in future years as you change employers.

For additional information concerning these services, contact Mr. John Herrling, Job Placement Counselor.

ADDITIONAL SOURCES OF EMPLOYMENT LEADS

Employment Agencies

Public

New Jersey State Employment Offices (services are free)
63 Morris Street, New Brunswick
347 Maple Street, Perth Amboy

Private (most are listed in the Yellow Pages of the telephone directory) Employment agencies vary in their ethical practices. The non-professional agencies typically have a big turnover of "counselors" and may try to solicit applicants to join their staff. Their interest is in placing the applicant in any position so they can obtain a fee. They have little or no regard for the career aspirations of their clients.

The professional agencies tend to have smaller staffs who are well-trained and experienced in placement and career counseling. They attempt to professionally match the applicants career and employment goals with the employer's need.

All private agencies are profit making, hence either the employer or applicant pay a fee for their services. Those that charge the applicant the fee usually require the applicant to sign a contract agreeing to pay the fee. Most of the professional agencies charge the employer the fee.

Newspapers and Journals

Newspaper Classified Ads

Local papers such as The News Tribune and Home News
Small town weeklies
Large city papers such as N.Y. Times, Wall Street Journal

Professional Journals (Faculty may be able to suggest the best ones)

Friends, Relatives, Professors

Let as many people as possible know you are seeking employment. They may learn of possible openings even before they are advertised by the company.

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817

To: Students and Staff of Middlesex County College

From: The Office of Counseling Services

Subject: Placement and Transfer Credentials

Any student wishing to transfer or locate a job after graduation from Middlesex County College will find that the employer or college will need certain information from the Office of Counseling Services, the Registrar, and the faculty. In order to be of service to the students, the Office of Counseling Services will coordinate this information, provide the counseling and generate and handle the necessary credentials. The steps to follow are these:

1. Talk to a counselor (as well as faculty and advisor) about your plans. We will make available information on colleges and jobs.
2. Pick up "Placement Forms" - (a) Personal Data, (b) Academic Credentials, (c) three Faculty Recommendation sheets and (d) two mailing labels.
3. TYPE information on the Personal Data form as completely as possible. Don't list references until you have spoken to them about your plans and receive their permission to use their name. Those seeking college transfer should leave #15 blank.
4. On the Academic Form list first all courses taken, credits and grades, note courses in progress with credits, and list lastly those which you will take fourth semester and annotate as such in pencil in the grade column.
5. Type or print your permanent address on two mailing labels.
6. Return the above forms to the Office of Counseling Services.
7. Take faculty recommendation forms to three faculty who know you best and from whom you can expect the best appraisal. Ask them if they are willing to recommend you. You should fill in the top--teacher's name, student's name, MCC curriculum and year of graduation, and college major or job title for which you are applying. The faculty member will make recommendations regarding their appraisal of you related to those stated career plans and will return that form directly to this office, since it is confidential.
8. When you apply to a college or to a potential employer, notify this office that they have requested your placement materials, giving the name and address of the place they are to be sent.
9. At the same time, if an official transcript is needed, call or go to the Registrar in Center III and fill out a "Transcript Request Form."
10. You may update the information on file by filling out new forms or adding (or deleting) recommendations from previous employers or faculty at any time.

The information sent out by this office is supplied by you and you must make every effort to make it complete and accurate. All students are urged to take full advantage of this service as early as possible during their senior year so that credentials will be on file for college transfer and job placement conferences during the year.

KBM/ap

EMPLOYMENT & COLLEGE PLACEMENT OFFICE
MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817

Date Typed ______________

I. PERSONAL DATA

1. Full Name (last first) ______________ 2. Soc. Sec. # ______________

3. Permanent Mailing Address ______________ Phone # ______________

4. Current Address (use pencil here) ______________ Phone # ______________

5. U. S. Citizen _____ (if not, has declaration of intention been filed? _________ Male ____

6. Date of Birth* _________ Place of Birth ______________ Height _____ Weight _______ Female ____

7. Condition of Health ______________ 8. Physical Disabilities ______________

9. Marital Status _________ No. of Children _______ 11. Name of Spouse ______________

12. Languages Spoken ______________ Written ______________

13. Branch of Service ______________ Date of Discharge ______________

14. Hobbies and Interests ______________

15. Types of Position you are seeking or prefer ______________ Location desired ______________

II. EDUCATIONAL RECORD (list in chronological order beginning with high school all schools attended):

1. Name Location Date Degree

2. MCC Major ______________ Total Accumulative GPA _______ GPA In Major Field ___________

Semester GPA: 1st _______ 2nd _______ 3rd _______ 4th _______

3. Earned _______ % of Expenses 4. Scholarships ______________

5. Activities & Honors ______________

III. EMPLOYMENT EXPERIENCE

1. Employment (include summer jobs). List most recent first. Include company address, date & position:

IV. References on file (at least 3). Include no relatives but include faculty for transfer and employment. For employment you may include a previous employer. Give full name, address & position.

I hereby authorize representatives of MCC Placement Office to discuss my personal and scholastic qualifications with prospective employers and/or college admissions officers in connection with my endeavors to obtain acceptance or a position.

Signature ______________

* New Jersey State Law prohibits discrimination on basis of age, sex, race and draft status.

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817

NAME ______________________________ DATE ______________

ACADEMIC PREPARATION

List below the courses completed or in which you are currently enrolled. Do not list course numbers, just the names. Please be accurate in listing the titles, credits and grades. The following is an unofficial listing and an official transcript may be necessary.

COURSE TITLE	COLLEGE	NO. OF SEM. CREDITS	GRADE

MIDDLESEX COUNTY COLLEGE
Edison, New Jersey 08817

CONFIDENTIAL STATEMENT

Concerning ______________________________ Date __________

Re. College or Career Plans ______________________________ Curr. & Class ________

You are requested to serve as a reference for the person named above. Since references are duplicated by machine, please type or write in ink.

In writing this brief statement, please give your critical appraisal of this person in relation to his educational or vocational plans. Reference may be made to scholarship, ability, breadth of interest, initiative, ability in written and spoken English, qualities of leadership, ability to get along with others, laboratory skills, manual dexterity, ability to record data accurately, rank in class, work habits in a specific position (i.e., office, lab) as applicable.

Capacity in which you are familiar with the work of this person, i.e., teacher, advisor, employer, etc.:

______________________ Signature ______________________________

Department or Organization ______________________ Date __________

Please return to Counseling Services Placement Office, Center IV.

GUIDELINES FOR THE EVALUATION OF PROSPECTIVE EMPLOYERS

Evaluating an offer or offers of employment and ultimately deciding your most lucrative career opportunity is a demanding task. The following questions are designed as aids in that decision-making process. All evaluations should be made after consideration of strengths, weaknesses, and personal characteristics of the employer.

Job Responsibilities

- Is the position you are being offered commensurate with what you feel your education and experience have prepared you for?

- How does it relate to your preparation if it is different from your designed goals?

Size of Company

- What are the advantages of a small company?
    - opportunities for more responsibility and diversity in job duties
    - more opportunities for vertical mobility (faster promotions)

- What are the advantages of a large company?
    - financial and employment security
    - greater opportunity for lateral mobility (more diverse positions available)

Salary and Benefits

- Is the salary competitive with the area and national average?

- What is the length of time between salary reviews?

- What is included in the benefit package?
    - stock option?
    - medical insurance?
    - major medical?
    - hospitalization?
    - long term disability?
    - overtime compensation?
    - holiday and vacation time?
    - expense account?
    - tuition refund?

Promotions

- On what are promotions based?
    - merit?
    - length of service?
    - age or maturity?

Union vs. Non-Union

- What are the advantages and disadvantages of a unionized position?
    - Advantages
        - higher wages
        - better benefits
        - bargaining strength
    - Disadvantages
        - salary increases not based on merit
        - rigidly defined job responsibilities
- Is the union an open or closed shop?

Training Programs

- What is the philosophy and goals of the training and how does it relate to your needs and objectives?
- How long is the training period?
- Is there a salary differential during the training?
- Upon completion of the program, what is expected of you?
- Is the training accomplished during working hours or after?

Geographic Location

- Does the location provide you with the cultural and social life style you desire?
- Can you envision raising a family at the location?

Employer Climate

- Is the atmosphere relaxed or hectic?
- What is the attitude of the employees toward the company?
- Is there a large personnel turnover?

GUIDELINES FOR WRITING A RESUME

Purposes of a Resume

DURING AN INTERVIEW

- It attracts attention to your special abilities.

- It outlines all your personal assets and abilities for the job you want and yet is not so long that employers will not find time to read it quickly.

- It provides you and the employer with an outline for the interview.

PRIOR TO AN INTERVIEW

- It excites interest in you as a potential employee.

- It encourages the employer to meet you personally and to find out more about you.

Techniques of Writing a Resume

1. The following topics are typically included in a resume:

   Objectives; Education; Work Experience; Personal Data

   Individuals who have little work experience or part-time and summer employment may indicate that the work was summer or part-time and emphasize what they gained from the work.

   Other topics they may include depending upon the individual and his interests and achievements are:

   Affiliations or Extra-Curricular Activities, Achievements or Honors, Specialized Training (military or civilian, if related to job sought.)

II. How to Begin Writing a Resume

A. Start with your name, address, telephone number.

B. Objective: This is the key to your resume. Your objective should be stated in terms of your abilities and accomplishments as proved by your experience (work and educational) to date. The objective should (1) identify the level and function of the job you want; (2) stress your strongest abilities, and (3) indicate what you can do for the company.

It is not the manager's business to sort down through several paragraphs of work experience to see if there is some way he can use you. It is your business to state what you are looking for rather than why you can do the job you say you want.

C. Education: Show the highest level of achievement including all degrees with the highest first. Be sure to show dates. List any specialized training or technical schools if they support your objective. State the facts in positive terms. If you have completed 62 hours toward an associate degree, state it, but don't add that you did not graduate.

D. Experience: Show your best experience first (not necessarily your latest job or military tour of duty.) As you describe your experience, don't simply recite your duties and responsibilities and let it go at that. Write more in terms of the scope of the work and stress facets of the work in which you were the most successful, or which lend support to your objective.

Next, follow with other experience which supports your objective. Describe it in the same way as your best experience. Stress experience which most clearly proves your ability to perform successfully in the job you want. Give very brief treatment to unrelated experience.

E. Other Facts or Assets: Such topics as outstanding personality traits (i.e. ability to get along well with others, ability to supervise others); hobbies and special interests may be mentioned. Anything cited should support your objective.

F. Personal Data: Date of birth, height, weight, and state of health.

Format of the Resume

As a general rule, one letter size page is enough. If your resume is longer than two pages, it is likely to be ignored altogether. Busy employers simply do not have time to burrow through a multi-page resume and they tend to resent resumes on legal size paper.

Contents and layouts of resumes vary as widely as the different individuals who apply for jobs. Your method of organizing the separate elements of your resume is not as important as the fact that you show some kind of orderly, reasonable process. Unless you prove that you have a better idea, it is wisest to stick to a rather conventional layout with straight lines and non-erratic paragraphing.

Your resume should present a good appearance--uncrowded with wide margins and plenty of white space. If you have white space left over at the end of your resume, spread the copy out and widen the margins to improve its appearance. Of course, correct spelling and neat typing are essential. Marginal leads which show your accomplishments at a glance are an excellent idea.

If you have your resume reproduced, it should be done by a good process such as multilith or photo offset on top quality paper. The results will be more than worth the small additional expense involved. Printing should be on only one side of the page.

As you prepare your resume, keep in mind that it should be an attractive, quick-reading, broad-brush, factual account of your personal assets as they relate to work you want (your job objective.)

INTERVIEW PREPARATION

The most important aspect of your employment search is the 30 to 60 minutes which you spend in the interview itself. Irregardless of your educational qualifications, experiences and references, if you interview poorly, then the entire effort is wasted.

The most logical method for interview preparation is to place yourself in the position of the employer. What would you want to know about an applicant if you were attempting to expand your staff?

- Wouldn't you appreciate the applicant having general knowledge of your company and its products or services?
- Wouldn't you expect the applicant to have appropriate samples of his work (where applicable) and records of achievement?
- Wouldn't you expect the applicant to have a written summary of his education and employment history? (resume)
- Wouldn't you be favorably impressed by an applicant who appeared organized in his response to your questions? (Attempt to anticipate questions and think through your responses.)
- Wouldn't you be favorably impressed by a well-dressed and groomed applicant?
- Wouldn't you react positively to an applicant who was positive about himself, his achievements and experiences? (Take pride in your past performance - display self-confidence in the interview.)
- Wouldn't you expect the applicant to give you his full attention and to answer clearly your questions? (Avoid answering in monosyllables or slouching in the chair.)
- Wouldn't you react favorably to an applicant who displayed a firm grip on his destiny, who had definite goals in life, and had some ideas on how he was going to attain them? (Many applicants lose out on jobs because they have vague, undefined ambitious or unrealistic job objectives.)

- Wouldn't you expect the applicant to be more interested in the job than the salary? (Try not to bring up the subject of salary, let the interviewer begin the discussion and remain flexible in your response - your session II handout on salaries for your curriculum should give you a good vantage point.)

- Wouldn't you expect the applicant to be timely in arriving and departing? (The late-arriving applicant is likely to find a hostile, annoyed interviewer and the candidate who lingers after the interview's end may spoil any good impression he has made.)

A certain amount of nervousness is expected in an interview, don't let it bother you (if you have prepared for the interview, you won't). Be confident of your ability to do the job and highlight positively your assets. You are selling your services to the employer and your success or lack of it may influence your life's course.

THE JOB APPLICATION

Many companies request that a formal application be completed before an interview. If you are prepared to complete the job application, it can be done quickly and accurately. Your neatness, accuracy, and adherance to directions will make a favorable impression on the company representative. The following suggestions will make completeing an application less of a chore.

1. Complete the application in ball point pen or ink. Always carry an extra pen and pencil.

2. Print legibly or type. Neatness is important.

3. Read the instructions carefully before completing the application. For example, if work experience is asked for in reverse chronological order, be sure that you present it in that order.

4. Know your social security number or have it with you.

5. Bring a resume along with you. It can help to refresh your memory on exact dates of employment, attendance in school, and military service. It also may help you answer general questions or to recall additional information that you want a prospective employer to know about you.

6. Be prepared to list references. Have the name, business address, and telephone number of persons who will be willing to recommend you. If you have had previous work experience, you may be asked for the name of your immediate supervisor. If you have credentials on file in Middlesex County College Counseling Service, note this at the end of the reference section of the application.

LETTER OF APPLICATION

The letter of application is the instrument for personally introducing yourself and a summary of your abilities to a particular employer. It allows you to highlight assets as they relate to the employer's needs, and where possible, address specific background to a particular opening.

The first paragraph of the letter of application should include an introducation of yourself ("June graduate of the business technology program at Middlesex County College"), and an indication of how you heard about the opening ("I am responding to your ad in the June 5 addition of the Home News"), or the company ("Mr. James Smith of your Accounting Department has informed me ......"). The opening paragraph should include a strong sentence arousing the reader's interest in you as a prospective employee.

The second paragraph(s) should indicate how your education and experience coupled with your objective can assist the company or an operation of the company (brief facts about your experience and accomplishments which will arouse the employer's curiosity). When referencing a particular opening, an indication might be made as to why and how you feel you are qualified for the position.

The concluding paragraph should include an indication of your availability for employment and remarks indicating your willingness to meet with the addressee for a personal interview. (If you are responding to an ad which requests salary requirements, outline your salary figure or your salary flexibility here.)

Some general points to keep in mind when writing a letter of application include:

1. Type each letter individually.
2. Address each person by name and title.
3. Keep the letter short to hold the addressee's interest and refer him to the resume for further details.
4. Keep a carbon copy for your reference.

ACCOUNTING

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Accounting field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Pharmaceutical Co.	Accounts Receivable	$440	1
	Chemical Industry	Jr. Accountant Clerk	$440	1
	Food Processing	Accounting Dept.	$562	1
	Food Processing	Accounting Dept.	$564	1
	Electric Utility	Accounting Assistant	$567	1
	Wire Manufacturer	Jr. Accounting Clerk	$583	1
	Tape Manufacturer	Financial Account.Trainee	$586	1
	Telephone Labs	Accounting Trainee	$600	1
	Chemical Company	Accounting Trainee	$625	1
	Paint Manufacturer	Credit Manager	$529	1
1971				
	Hotel	Night Audit	$477	1
	Food Industry	Bookkeeper	$498	1
	Industry	Accountant 11	$575	1
	Bank	Bank Clerk	$412	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$557	$816
1971	$490	$858

*The College Placement Council, "Salary Survey" - January 1971

Possible Entry Level Positions in Accounting Field

Accounting Assistant or Trainee
Auditing Assistant
Junior Accountant
Accounting Clerk
Bookkeeper, as follows:
    Budget Clerk
    Cost Clerk
    Posting Clerk
    Credit Analyst

Accounting Graduates of MCC Have Been Hired by the Following Firms Between 1968 and 1971

Allied-Old English Inc.
Alpha Wire Corp.
American Cyanamid
Bankers Trust (N.Y.)
General Dynamics
Holiday Inn
Howard, Listander & Berkower
C. M. Huber Co.
M. W. Kellogg
Personal Products (Johnson & Johnson)
Purolator Corp.
Sherwin-Williams Co.
E. R. Squibb
Swift & Co.
Tenneco
Union Carbide

SECRETARIAL SCIENCE

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Secretarial field. All the data is based on the experience of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Business Firms (N.Y.C.)	Secretary	$525-$606 (range)	4
	Industrial Firm	Executive Secretary	$440-$510 "	6
	Small Business	Secretary	$399/$476	2
	Bank	" "	$477	1
	Finance Company	" "	$375	1
	Physician's Office	Medical Secretary	$455	1
	Educational Institute	Secretary	$347/$399	2
	Law Offices	" "	$477	2
1971				
	Industry	Secretary	$477-$637 (range)	9
	Educational Institute	" "	$459/$486	2
	Broadcasting (N.Y.C.)	" "	$520	1
	Public Service	" "	$520	1
	Auto Parts, Distributor	Bilingual Secretary	$433	1
	Law Firms	Legal Secretary	$477-$498 (range)	3
	CPA Firm	Secretary	$477	2
	Turnpike Authority	Clerk-Typist	$498	1
	Bank	" "	$390	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Females with Bachelor's Degree*
1970	$477	$478
1971	$494	$465

The College Placement Council, "Salary Survey" - January 1971

Secretarial Science Graduates Have Been Employed by the Following Firms Between 1968 and 1971:

Alcan Aluminum
American Broadcasting Company, N. Y.
American Telephone & Telegraph
Anderson & Company, N. Y.
Applied Logic
Associate Finance Company
Boulhy, Woolson & Guterl
Boy Scouts of America
Bradshaw & Sadafaski
Carter-Wallace
Clarick, Clarick & Miller
Colgate-Palmolive
Del Automobile Products
Eastman Chemical
Eckert & Gatarz, Architects
Ethicon, Incorporated
W.R. Grace & Company
Amerada Hess Corporation
International Business Machines
Johnson & Johnson
Manpower Agency
Merck & Company
Middletown County College
Model Rectifiers
Murray Liebowitz, Architects
N. L. Industries
Oakite Corporation
Ortho Pharmaceutical
Oxford Chemical
Permacel Corporation
Positive Lock Washer Company
Public Service Electric & Gas Company
Raritan Valley Savings
Royal Apex
Rutgers University
Smith, Miller & Patch
E.R. Squibb
Tenneco Chemicals
Two Guys
United National Bank

MARKETING

The following information has been compiled to give you an idea of the type of position, type of prospective employers and general salary range that you may expect as you seek a position in the Marketing Field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Lumber Business	Management-Supervisory	$650	1
	Drug Retail	" "	$692	1
	Freight Co.	" "	$693	1
	Bell Telephone	" "	$737	1
	Insurance Company	Dispatcher	$438	1
	Insurance Company	Broker	$520	1
	Insurance Company	Auditor	$542	1
	Insurance Company	Management Trainee	$564	1
	Department Store	Sales	$347	1
	Department Store	Sales	$433	1
	Food Chain	Department Head	$482	1
	Retail Chain	Sales	$542	1
	Department Store	Expeditor	$563	1
	Hospital Supplies	Accounting Clerk	$542	1
	Hospital Supplies	Sales	$564	1
	Food Distributor	Sales	$564	1
	Retail Products	Sales	$545	1
	Clothing Store	Buyer	$412	1
	Hospital Supplies	Clerical	$530	1
	Chemical Company	Keypunch Operator	$520	1
1971				
	Food Chain	Assistant Manager	$477	1
	Business-Industry	Customer Service Rep.	$498	1
	Drug Chain	Supvr. of Sales & Trainees	$520	1
	Department Store	Department Head	$542	1

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Ellerbrook, W. L. Placement and Follow-Up Programs in the Public Junior Colleges of Texas. ERIC report-ED027010. U. S. Office of Education, January 14, 1969.

Glenn, Mary. Student Placement and Follow-Up Services in the Junior College. ERIC report-ED 022443. U. S. Office of Education, May 28, 1968.

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MARKETING Cont.

	Type of Business/Industry	Position	Starting Salary	No. of Students
1971				
	Distributor	Warehouse Distributer	$585	1
	Food Chain	Dept. Manager	$602	1
	Food Chain	Management Trainee	$667	2
	Department Store	Sales-Retail	$347	1
	Industrial Firm	Bookkeeper	$390	1
	University	Secretary	$455	1
	Food Chain	Clerical-Office	$459	1
	Industry	Clerical-Purchasing	$433	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$550	$690
1971	$490	$674

*The College Placement Council, "Salary Survey" - January 1971

Possible Entry Level Positions in Marketing Field

Executive (Management) Trainee
Marketing Research Assistant
Advertising Assistant
Customer Relations
Various Sales Positions
Assistant Buyer
Insurance Credit Analyst

Retailing:
- Junior Retailing Executive
- Assistant Buyer

Assistant Dept. Manager
- Executive Trainee
- Advertising Assistant
- Assistant Fashion Coordinator

Marketing Graduates of MCC Have Been Hired by the Following Firms Between 1968 and 1971:

Acme Markets
Allstate Insurance Company
American Cyanamid
American Hospital Supply Company
Anheuser-Busch
Bambergers
Bell Telephone Co. (N.J.)
Bradlees
B. Z. Fashions
DAK Foods, Ind.
Fedders
Friendly Ice Cream
Grand Union
Great Eastern
Kleins
E. J. Korvette
S. Kresge
Marsh & McLennon
Medi-Mart
Merck & Company
Metropolitan Life Insurance Co.
Pathmark
J.C. Penney Company
Pergament
Reichhold Chemical Company
Sea, Land Company
Sears, Roebuck
Selective Service
Spectra Freight Systems
Paul Straub
Supermarkets General Corp.
Teppers Department Store
Unicam Co.
Watson Millwright & Construction Co.
Werthein
Whitestone Products Corp.

HOTEL-RESTAURANT MANAGEMENT

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Hotel-Restaurant Management field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1971				
	Hotel-Motel Chain	Management Trainee	$693	2
	Delicatessen	Deli Clerk	$650	1
	Department Store	Cashier Hostess	$338	1

Hotel-Restaurant Management graduates in 1971 were employed by the following firms:

Ramada Inn
Stern's Brothers
Thriftway of Princeton

COMPUTER SCIENCE

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Computer Science field. All the data is based on the experience of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1971				
	Industry	Data Analyst	$625/$650	2
	Educational Institution	Test Technician	$585	1
	Educational Institution	Programmer	$485/$667	2
	Industry	Computer Operator	$433	1
	Educational Institution	Lab Coordinator	$650	1
	Bell System	Engineering Associate	$655	1
	Industry	Jr. Accountant	$542	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1971	$588	$746

*The College Placement Council, "Salary Survey" - January 1971

Possible Entry Level Positions in Computer Science Field

Data Analyst
Data Processing Supervisor
Programmer
Computer Operator
Technical Assistant in Business or Industry
Program Coder

Computer Science 1971 Graduates Have Been Employed by the Following Firms:

Dow Jones
GAF Corporation
Infomed
Johnson & Johnson
Middlesex County College
N. L. Industries
Rutgers Computer Center
Western Electric
Woodbridge High School

LIBERAL ARTS

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Liberal Arts field. All the data is based on the experience of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970	Educational Institute	Clerical	$353	1
	Post Office	" "	$586	1
	Industry	" "	$353-$525 (range)	5
	Retail Business	Payroll Clerk	$433	1
	" "	Cashier	$390	1
	Industry	Secretary	$542/$468	2
	Parochial Schools	Teacher	$412	3
	Bell System	Stenographer	$480	1
	Industry	Research-Technical	$528	1
	" "	Production	$450	1
	" "	Warehouseman	$464	1
1971	Schools	Teacher	$400-$667 (range)	3
	Law Firm	Legal Secretary	$433	1
	City Government	Clerk	$390	1
	Educational Institute	Clerk-Typist	$359	1
	" "	Asst. Librarian	$492	2
	" "	Document Copier	$433	1
	Retail Store	Asst. Manager	$585	1
	Bank	Teller	$368	1
	Retail Store	Salesgirl	$373	1
	Airlines	Receptionist	$612	1
	Industry	Porter	$624	1

LIBERAL ARTS Cont.

	Type of Business/Industry	Position	Starting Salary	No. of Students
1971				
	Industry	Service Clerk	$494	1
	Industry	Tape Librarian	$477	1
	Hospital	Attendant	$395	1
	Industry	Accts. Payable Clerk	$520	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$454	$668
1971	$474	$721

*The College Placement Council, "Salary Survey" - January 1971

Possible Entry Level Positions in Liberal Arts Field

MCC graduates seeking employment have been successful in obtaining such positions as retail sales, secretarial, assistant librarian, teaching - parochial schools, teller, receptionist, bilingual reservationist, bookkeeper, clerk, etc. Such positions depend upon evidence of particular skills demonstrated by the employee, and his or her willingness to accept a fairly low ($450-$475 per month average) starting salary.

Liberal Arts graduates have been employed by the following firms between 1968 and 1971:

A.I.M. Company
Air Products Company
Allied Chemical Corporation
American Cyanamid
American Telephone & Telegraph
Avery Label Company
Continental Can Company
Donaldson, Lufkin & Jenerette
Eastern Airlines
Esso Research
Great Eastern
Greystone Hospital
Intertype Corporation
Johnson & Johnson
Kovacs, Anderson, Horowitz & Rader
Mead Containers
Metropolitan Life Insurance Company
Middlesex County College
Mobil Chemical Company
New Brunswick, City of
N.J. Bell Telephone
Ortho Pharmaceutical
Prudential Insurance
Raritan Valley National Bank
Revlon
Rutgers University Library
Schools - Roman Catholic
Scientific Products
E.R. Squibb
Two Guys
U.S. Postal Service, N. Brunswick
John C. Wiley & Sons, Publishers

ELECTRICAL TECHNOLOGY

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Electrical Technology field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Western Electric	Electrical Technician	$563	1
	" "	Associate Engineer	$630	1
	" "	Technical Aides (Research)	$630-$700 (range)	3
	Bell Labs	Technical Aide	$710	1
	Public Service	Assistant Engineer	$680	1
	Burroughs	Systems Checker	$557/$563	2
	Olivetti-Underwood	Electrical Technician	$563	2
	Proctor & Gamble	Engineer (Auto, Control)	$740	1
1971				
	Bell System	Asso. & Asst. Engineer	$625/$650	4
	Roysox	Electrical Technician	$542	1
	Bell System (non-Elec.Tech.)	Framer	$438	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$631/$646**	$855
1971	$623	$875

*The College Placement Council, "Salary Survey" - January 1971

**Average monthly salary in 1970 for technicians with AS degree in 72 schools surveyed by Engineering Manpower Commission of Engineers Joint Council, 345 East 47th St. New York, NY 10017

Possible Entry Level Positions in Electrical Technology Field

Research Assistant
Engineering Assistant
Technical Aide (Research)
Technical Sales Representative
Customer Engineer
Production Technician
Operating Technician

Electrical Technology Graduates of MCC Have Been Hired by the Following Firms Between 1968 and 1971:

American Telephone & Telegraph
Bell Laboratories
Burroughs
Con Edison
Department of Health, Education & Welfare
Microwave Company
Middlesex County College
National Gypsum
N.J. Bell Telephone
Olivetti Underwood
Proctor & Gamble
Public Service
Roysox
Sarnoff Research
Techne, Incorporated
Western Electric

MECHANICAL TECHNOLOGY

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Mechanical Technology field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Industry	Engineering Technician	$600-$650 (range)	3
	Public Service	" "	$783	1
	Industry	Lab Assistant	$575	1
	Educational Institute	Lab Coordinator	$650	1
	Private Business	Technician	$650	1
1971				
	Public Service	Lab Technician	$641/$783	2
	Bell System	Asst. Research Engr.	$725	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$641/$637**	$855
1971	$743	$883

*The College Placement Council, "Salary Survey" - January 1971

**Average monthly salary in 1970 for technicians with AS degree in 72 schools surveyed by Engineering Manpower Commission of Engineers Joint Council, 345 East 47th St. New York, NY 10017

Possible Entry Level Positions in Mechanical Technology Field

Engineering Technician
Production Technician
Lab Assistant
Lab Coordinator
Machine Design
Quality Control
Mechanical Equipment Salesman

Mechanical Technology Graduates of MCC Have Been Hired by the Following Firms Between 1970 and 1971:

Atlas Tire Company
Hanco Service
Middlesex County College
N. L. Industries
Public Service
Union Carbide
Western Electric

BIOLOGICAL TECHNOLOGY

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Biological Technology field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Pharmaceutical Companies or Pharmaceutical Division	Lab Technician	$433-$590 (range)	12
	Hospital	Lab Technician	$455	1
	Hospital	" "	$476	1
	Bell System	Chemical Technician	$685	1
1971				
	Pharmaceutical & Chemical	Lab Technician	$520-$625 (range)	6
	Chemical and Dairy	Asst. Lab Technician	$390-$433 (range)	4
	Nuclear Laboratory	Jr. Chemist	$585	1

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$517	$874)
		)Chemical Drugs and Allied Products
1971	$507	$876)

*The College Placement Council, "Salary Survey" - January 1971

Possible Entry Level Positions in Biological Technology Field

Biological technology in pharmaceutical firms
Hospital, university, federal and state laboratories

Biological Technology Graduates of MCC Have Been Hired by the Following Firms Between 1968 and 1971:

American Cyanamid
Baird Atomic Nuclear Lab
Beecham Pharmaceutical
Bell Laboratories
Biodynamics
Celanese Research
Colgate-Palmolive
Johnson & Johnson
Merck & Company
Middlesex County Health Department
Middlesex General Hospital
N. J. Dairy
Novagard Corporation
Ortho Pharmaceutical
Pathmark
Personal Projects (J & J)
Piscataway Health Department
Rahway General Hospital
Rutgers Medical Center
Shering Drugs
St. Peters Hospital
Tenneco
Union Camp
Union Carbide
Albert Verley Company
Verona Dyestuffs Company
Warner-Lambert

CHEMICAL TECHNOLOGY

The following information has been compiled to give you an idea of the type of positions, type of prospective employers and general salary range that you may expect as you seek a position in the Chemical field. All the data is based on the experiences of students who have two years of post high school training but with little or no relevant work experience.

MIDDLESEX COUNTY COLLEGE GRADUATES

	Type of Business/Industry	Position	Starting Salary	No. of Students
1970				
	Chemical Company	Lab Technician	$580	1
	Chemical Company	" "	$600	1
	Chemical Company	" "	$650	1
	Pharmaceutical Company	" "	$580	1
	Manufacturing	" "	$620	1
	Telephone Labs	" "	$750	1
1971	All transferred to a four-year college			

COMPARATIVE SALARY DATA

	MCC Average Monthly Salary	National Average for Males with Bachelor's Degree*
1970	$630/$613**	$882
1971	None	$920

*The College Placement Council, "Salary Survey" - January 1971

**Average monthly salary in 1970 for technicians with AS degree in 72 schools surveyed by Engineering Manpower Commission of Engineers Joint Council, 345 East 47th St. New York, NY 10017

Possible Entry Level Positions in the Chemical Field

Chemical Lab Technician
Control Analyst
Pilot Plant Operator
Chemical Sales Representative
Production Supervisor
Research Assistant

Chemical Technology Graduates of MCC Have Been Hired by the Following Firms Between 1968 and 1971

American Cyanamid
American Smelting Company
Bell Telephone Labs
Esso Research
J. Huber & Company
National Starch & Research Company
Ortho Pharmaceutical
Tenneco

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LOS ANGELES

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